

"The Cypresses Believe in God"

— A Review

THE

Commonweal

EDUCATION ISSUE

Problems of Christian Culture

by Christopher Dawson

No Place for Private Schools?

by William Granger Ryan

John Cogley

Anne Fremantle

Wayne Andrews

Paul V. Farrell

Elizabeth Bartelme

Volume LXII, No. 2

April 15, 1955

Twenty Cents



The Unhurrying Chase

by H. F. M. Prescott

Author of the best-selling **THE MAN ON A DONKEY** and **MARY TUDOR**

• A novel surging with strife and violence, love and sin . . . where Faith emerges triumphant

Again, H.F.M. Prescott, one of the most distinguished writers of our time, brings us a strikingly symbolic historical novel—**THE UNHURRYING CHASE**. Set in twelfth century France—where chivalry lived side by side with barbarity, and brute force was law—this is a tale of young Yves of Rifaucon, heir to a small estate

wrested from him by Richard of Poitou, later to become Richard the Lionhearted of England. Bitterly resentful over his lost title, star-crossed in love and defiant toward God, Yves sinks to the depths of degradation with a band of lawless mercenaries.

Amid killers and traitors, poets and warriors, courtiers and lovers, God appears—the Hunter of souls, with His ultimate power over the destiny of Yves.

The Library Journal reports: "It's an artistic blend of fact and fiction and shows scholarly research and creative genius."

A GRAND MAN

By Catherine Cookson

• A charming modern-day fairy tale where the impossible comes true

"Me da's a grand man!" is the aggressive reply of eight-year-old Mary Ann Shaughnessy to schoolmates' taunts and neighbors' gossip about her father's drinking. Living in her own little world of dreams and devotion, Mary Ann stands apart from others in the tenement section along the Tyne river docks, and with the help of

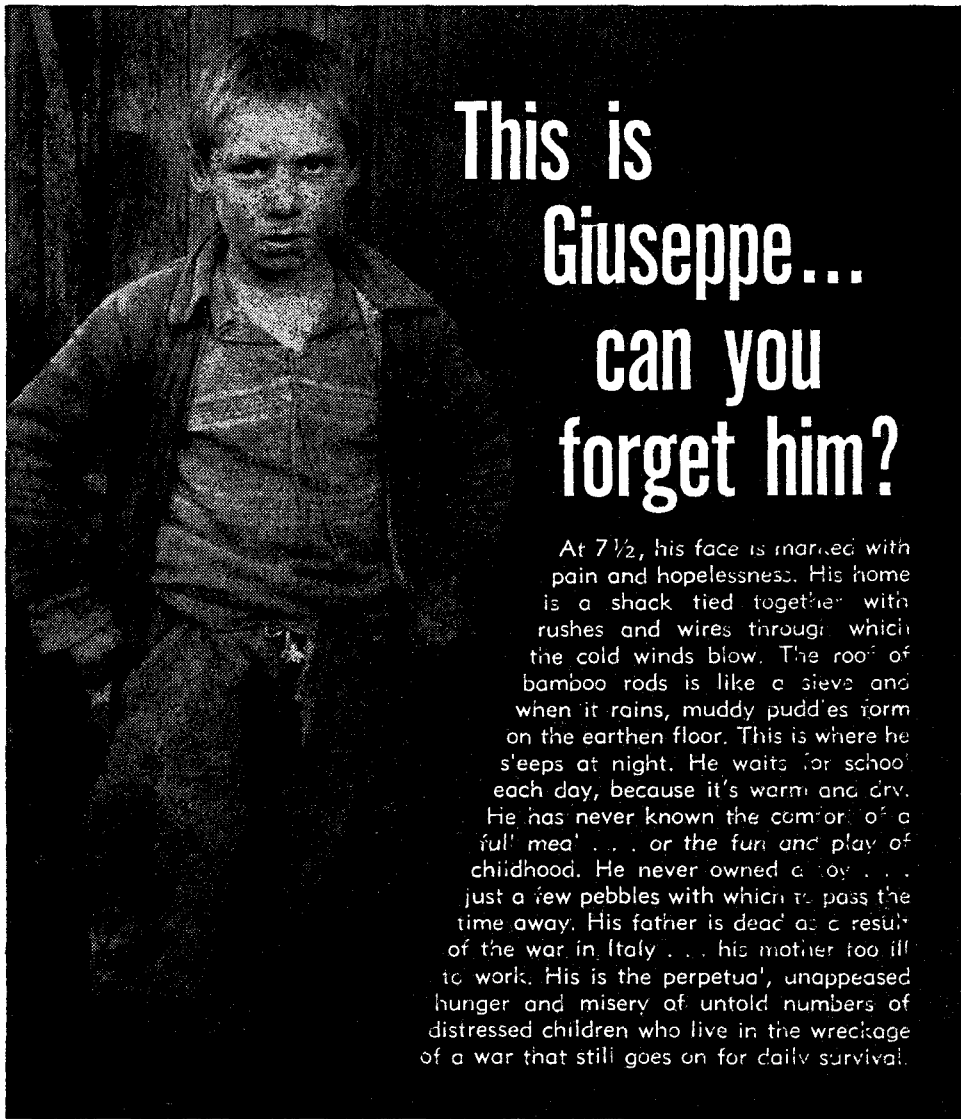
a wise priest saves a marriage, her own future and helps prove to everyone that Mike Shaughnessy is indeed "a grand man."

With humor and warmth, Catherine Cookson tells an incredible story of the miracle of a child's faith. \$2.75

At all bookstores

The Macmillan Company

60 FIFTH AVENUE, NEW YORK 11, N. Y.



This is Giuseppe... can you forget him?

At 7½, his face is marked with pain and hopelessness. His home is a shack tied together with rushes and wires through which the cold winds blow. The roof of bamboo rods is like a sieve and when it rains, muddy puddles form on the earthen floor. This is where he sleeps at night. He waits for school each day, because it's warm and dry. He has never known the comfort of a full meal... or the fun and play of childhood. He never owned a toy... just a few pebbles with which to pass the time away. His father is dead as a result of the war in Italy... his mother too ill to work. His is the perpetual, unappeased hunger and misery of untold numbers of distressed children who live in the wreckage of a war that still goes on for daily survival.

You alone, or as a member of a group, can help these children by becoming a Foster Parent. You will be sent the case history and photograph of "your" child upon receipt of application with initial payment. "Your" child is told that you are his or her Foster Parent. All correspondence is through our office, and is translated and encouraged. We do no mass relief. Each child, treated as an individual, receives food, clothing, shelter, education and medical care according to his or her needs.

The Plan is a non-political, non-profit, non-sectarian, independent, government-approved relief organization, helping children in Greece, France, Belgium, Italy, Holland, England, Western Germany and Korea and is registered under No. VFA019 with the Advisory Committee on Voluntary Foreign Aid of the United States Government and is filed with the National Information Bureau. Your help is vital to a child struggling for life. Won't you let some child love you?

Foster Parents' Plan *For War Children, Inc.*

Founded 1937

©1935 FPP for WC INC.

43 W. 61st Street, New York 23, N. Y.

Partial List of Sponsors and Foster Parents

Arturo Toscanini, Mary Pickford,
Mr. and Mrs. Robert W. Sarnoff,
Dr. John Haynes Holmes, Jean
Tennyson, Helen Hayes, Dr. How-
ard A. Rusk, Edward R. Murrow,
Bing Crosby, Mrs. Gardner Cowles,
K. C. Gifford, Gov. and Mrs.
Walter Kohler, Charles R. Hook.

FOSTER PARENTS' PLAN FOR WAR CHILDREN, INC.		COM 4-15-35
43 W. 61st St., New York 23, N. Y. In Canada: P. O. Box 65, Sta. B, Montreal, Que.		
A. I wish to become a Foster Parent of a needy child for one year. If possible, sex.....		
I will pay \$15 a month for one year (\$180). Payment will be made monthly (),		
quarterly (), semi-annually (), yearly (). I enclose herewith my first pay-		
ment \$		
B. I cannot "adopt" a child, but I would like to help a child by contributing \$.....		
Name		
Address		
City Zone State		
Date Contributions are deductible from Income Tax		



"Measuring Up" to a Saint

In France and England during the Middle Ages it was the custom of wealthy parishioners to donate candles tall as themselves for use on shrine altars.

This practice gave rise to the expression of "measuring up" to a saint.

People of moderate circumstances brought flowers and later, small candles—simple offerings which gradually evolved into the present day Vigil Light.*

Today, Vigil Lights burn before countless shrines and side altars throughout the world, serving as public acts of faith—external symbols of private devotion encouraging others among the faithful to pray in their hour of need or thanksgiving.



*Vigil Light is the trade mark name identifying votive lights made exclusively by Will & Baumer.

Will & Baumer
CANDLE CO., INC.

THE PIONEER CHURCH CANDLE MANUFACTURERS OF AMERICA

IN OUR SECOND CENTURY OF FINE
CANDLE MAKING

Syracuse Boston New York Chicago
Montreal Los Angeles

PURVEYORS TO THE VATICAN BY APPOINTMENT

THIS WEEK

Week by Week	31
Problems of Christian Culture by Christopher Dawson	34
No Place for Private Schools? by William Granger Ryan	38
Who's a Hypocrite? by John Cogley	47
The Screen by Philip T. Hartung	48
Of Note	49
Books	53

THE COMMONWEAL
386 FOURTH AVENUE
NEW YORK 16

Editor
EDWARD S. SKILLIN

Managing Editor
JAMES O'GARA

Associate Editors
WILLIAM P. CLANCY, WILLIAM PFAFF

Contributing Editors
PHILIP BURNHAM
JOHN C. CORT
ANNE FREMANTLE
PHILIP T. HARTUNG
RICHARD HAYES

JOHN BRUBAKER: Advertising Manager

Entered as second-class matter at the post office at Orange, Conn., under the act of March 3, 1879. Published weekly, printed and copyrighted 1955, in the U. S. A. by the Commonwealth Publishing Co., Inc., 386 Fourth Ave., New York 16, N. Y., Murray Hill 3-9685.

U. S. and Canada, \$7.50 a year. Foreign, \$9.50. Single copies 20¢

"...Sister!..."

"...Sister!..."

Johnny's insistent "Sister! . . . Sister! . . ." whether he merely wants to share his joy of the moment . . . attract attention . . . ask for help . . . or just show his respect . . . symbolizes the multi-sided role the dedicated Catholic teacher plays in the Christian formation of Catholic boys and girls, today. To aid the teacher in this important work is the continuing aim of the MESSENGERS and TREASURE CHEST. There is a weekly MESSENGER for every grade: separate editions of OUR LITTLE MESSENGER for grades 1, 2, and 3; the JUNIOR CATHOLIC MESSENGER for the intermediate grades; and the YOUNG CATHOLIC MESSENGER for the upper elementary grades. TREASURE CHEST, the quality picture-story magazine, is for all ages. Tentative fall orders for these weekly teaching aids placed now will be appreciated.



At the NCEA Convention in Atlantic City, April 12-15, meet the MESSENGER editors personally at our exhibit.

GEO. A. PFLAUM, Publisher Inc., 38 West Fifth St. Dayton 2, Ohio



BENEDICTINE COLLEGES AND SCHOOLS

In a Mass-Production World YOUR SON NEEDS A Personal Touch at School

In giving your son a Benedictine education — a *personalized* education — you equip him for life with more than arts and sciences. In Benedictine schools, he gets personal attention, priestly counseling, stable preparation for family living.

For fourteen hundred years, parents have sent their sons to study with the Benedictine monks. Renowned for their warm family spirit, the monks welcome your son into their midst, study *his* problems with him, show him how to train intellect, soul, body. The Bene-

dictines are excellent teachers, well trained at leading graduate schools.

Benedictine education is personalized because it is *priestly*. In the monks' schools, most instructors are priests. It is personalized too, because the monks regard their efforts for your son as service done to God. It is personalized also, because of lower enrollment. With smaller classes, Benedictine schools bring instructor and student closer.

St. Bernard College
St. Bernard,
ALABAMA

St. Procopius College
Lisle,
ILLINOIS

St. Bede College
Peru,
ILLINOIS

St. Bernard High School
St. Bernard, ALABAMA

Subiaco Academy
Subiaco, ARKANSAS

The Abbey School
Canon City, COLORADO

St. Leo Prep School
St. Leo, FLORIDA

Benedictine Military School*
34th and Bull Streets
Savannah, GEORGIA

Marmion Military Academy
621 Lake Street
Aurora, ILLINOIS

St. Procopius College Academy
Lisle, ILLINOIS

COLLEGES

St. John's University
Collegeville,
MINNESOTA

St. Benedict's College
Atchison,
KANSAS

St. Anselm's College
Manchester,
NEW HAMPSHIRE

Belmont Abbey College
Belmont,
NORTH CAROLINA

Assumption Junior College
Richardton,
NORTH DAKOTA

St. Vincent College
Latrobe,
PENNSYLVANIA

St. Martin's College
Olympia,
WASHINGTON

HIGH SCHOOLS

St. Bede Academy
Peru, ILLINOIS

Maur Hill School
Atchison, KANSAS

St. John's Prep School
Collegeville, MINNESOTA

Delbarton School
Morristown, NEW JERSEY

Benedictine High School*
2900 East Blvd.
Cleveland 4, OHIO

St. Gregory's High School
Shawnee, OKLAHOMA

St. Vincent's Prep School
Latrobe, PENNSYLVANIA

Corpus Christi College-Academy
P. O. Box 2351
Corpus Christi, TEXAS

Benedictine High School*
304 North Sheppard St.
Richmond 21, VIRGINIA

St. Martin's High School
Olympia, WASHINGTON

St. Anselm's Priory School*
14th St. & S. Dak. Ave. N.E.
Washington, D. C.

For further information write the Registrar of the school of your choice.

(*Day School only)

The Commonweal

week by week

THE "WAR PARTY"

THE war scare that resulted late last month from Admiral Carney's private dinner with the press was satisfactorily smoothed over. These things always seem to be satisfactorily smoothed over; the President speaks sharply but in generalizations about the policies involved, and he declines comment on personalities. The disagreement which produced the public stir is not thereby mended, only covered over.

There is a profound difference of opinion in the Administration over the most fundamental policy issues. The disagreement was apparent in Admiral Carney's prediction of war in April as contrasted to the President's restrained optimism; it is apparent in Senator Knowland's conviction that Communist China must be dealt with now.

Senator Kefauver was aware of this difference when he recently said "there are those in high places in the present Administration who are plotting and planning to bring . . . a war [over Quemoy and Matsu] about whatever the risks involved." But Senator Kefauver was barely skirting irresponsibility in that statement just as Senator Knowland risks the charge of opportunism in continuing to press his argument without spelling out all its consequences. It is questionable whether there are people in the Administration "plotting and planning" (oh loaded words!) to get us into war, but there is no doubt that there are those who think we soon must force a showdown with the Communists.

Why do they favor a showdown? There is a serious analysis of the cold war behind this position. Perhaps the most sober and eloquent statement of it was made in the *Review of Politics* last October by an author writing under the pseudonym "Ferreus."

The article was called "Courage or Perdition?—The Fourteen Fundamental Facts of the Nuclear Age." And the fourteen fundamental facts include these: The industrial and technological application of nuclear power can revolutionize the economic and social conditions of the world. But the manufacture of nuclear weapons, part of the nuclear

revolution, is not subject to international control; even if the Soviets were to agree to international inspection, the machinery would necessarily be so elaborate as to be impractical. (This point of fact has been challenged by other commentators.) Hence the talk of international control produces only dangerous illusions in the West. It is clear, then, that nuclear weapons are the key to modern military power; that in a new war the first battle may decide the outcome; that an aggressor today has—for the first time in history—a serious opportunity of conquering the entire world with one massive blow.

From these premises, Ferreus draws the conclusion that either we must perform the extraordinary feat of convincing the Soviets that they should give up their aggressive ideology, or we must dedicate ourselves to changing or replacing the Soviet government. And in this effort, to be successful we must keep the initiative. "The term 'initiative' is not used here," Ferreus says, "as a circumlocution for preventive war. . . . However, the time may come when a dispassionate survey of the security problems of the free world would indicate that these problems cannot be solved except through the deliberate resort to force."

THE author argues that had Hitler been stopped at some time between 1933 and 1936 the world would have been considerably better off. He asks if our policy of avoiding—or limiting—"the smaller and easier wars" does not make "the big and costly wars ever more inevitable," and then he suggests that "in an atomic conflict the force which plans to strike second never may be in a position to strike at all." Ferreus does not argue for preventive war, he says, but nevertheless insists that so long as the timing of a war, and the right to strike the first blow, are left with the Soviets there is no successful counteroffensive possible to the West. Ferreus believes that we should make a strong stand at the first opportunity.

When Senator Knowland (who put the Ferreus article into the *Congressional Record*) and Admiral Radford say that Quemoy and the Matsus are a suitable place for a strong stand they simply are applying the larger argument to the current situation.

This magazine does not indorse Ferreus' conclusions. We have in the past discussed—and rejected—the idea of preventive war, and we feel that this particular statement of the “showdown now” argument suffers from confusing “firm stands” with “showdowns” and preventive war. The three terms are not equivalent. But we are citing the Ferreus article here because it is a serious and sophisticated argument, and speaks of the deep division in national policy which deserves discussion at a more responsible level than that of the hurled slogans of the past few weeks.

TEAMSTERS ON MR. AVERY'S TEAM

NOT the least of the effects of the agreement between Dave Beck of the Teamsters, AFL, and Sewell Avery of embattled Montgomery Ward will be a renewed outcry for legislation restricting the use of union health and welfare funds. For the purchase of Ward stock and the organizing of 15,000 employees have thrust that union into the thick of the battle for control of the nation's third largest merchandising empire. (This comment is not intended to indicate the magazine's preference either for Mr. Avery or for the financial operator

NEXT WEEK

WALTER KERR writes about the role of mass appeal in the development of the theater.

“As our English instructors used to point out, generally with a dryly conspiratorial air, Shakespeare was a man with both eyes firmly fastened on the boxoffice; this was a simple necessity, since the major portion of his income came from his sharing directly in the day's receipts. Shakespeare's competition was the bear-baiting pit, and he was always concerned to meet it: with murders, duels, battles, wrestling matches, suicides, ghosts, witches, clowns, songs, costume parades, explosions, thunderstorms and plain and fancy eye-gouging. The plays of Shakespeare came out of a theater dedicated to the proposition that the illiterate was not only welcome but that he had to be wooed uninterruptedly throughout the performance, at whatever sacrifice to taste.”

who is challenging his control of the widely held company.) In order to provide adequately for their mass membership, unions do have to accumulate substantial funds; the clamor arises whenever they utilize such funds for purposes other than for current or future benefits to members and their dependents or survivors.

It is one thing for workers themselves to acquire stock in the corporation for which they work. That could be a most salutary development, one tending in a direction opposite to that of class war. The main drawback there has been that few American workers have reached a position to secure enough stock to make such ownership effective. By and large, management and company continue to appear as foreign, where they do not occasionally figure as hostile, entities.

But where a union representing the workers of a company, as the Teamsters now are supposed to function at Montgomery Ward, invests its funds in securities of said company the situation changes. The union leaders now have a stake in—and a tendency at times to identify themselves with—the company management. The situation might well arise that they would take management's side in an industrial dispute in order to protect their investment. Where would that leave the rank and file of the union when the chips were down? This is no idle question where a company has a labor policy like Montgomery Ward's and the union in the set-up is the Teamsters Union under its present leadership.

AUSTRIAN TREATY

WHAT is there to hope for from the talks of Chancellor Raab with Mr. Molotov in Moscow? There have already been literally hundreds of previous discussions, although the last Austrian mission to Moscow took place eight years ago. The Soviet Union has given no indication of abandoning its principal European objectives, and its new blockade of West Berlin supplies a rude reminder that the Soviet Union is an adversary for whom few holds are barred.

Tactics have been revised where Austria is concerned in that the Soviets no longer insist that an Austrian peace treaty form part of a German settlement. An effort is to be made to reach an agreement on Austria alone. But the connection with Germany remains. This time the Soviets intend that the neutralized Austria that is agreed upon by the Powers should serve as a model for their big objective of a neutralized Germany.

At this point it is not unnatural to inquire to

what extent Austria's new status could serve as a model for that of postwar Germany. Where is there any parallel? Austria with thirty-two thousand square miles of largely mountainous terrain and seven million inhabitants comprises but a fragment of the once mighty Hapsburg Empire; on the other hand even West Germany by itself, with its tremendous industrial revival of the past decade, is actually a Great Power.

Whereas Austria recognizes its dependence on others and relishes neutrality, there are many in Germany convinced that the fatherland should once again take the initiative in the affairs of Europe. Germany is feared by her neighbors, many of them victims of her past aggressions; Austria is not. Virtually everything is different, except that occupation systems are to be liquidated (and there is a common tongue).

However, Moscow was never one to allow a minor matter such as logic to stand between her and her objectives; Mr. Molotov appears intent on drawing up that postwar model regardless. He is willing to promise withdrawal of occupation troops, although, at best, the Red Army would apparently take its own sweet time about it. Even Soviet restrictions against repossession by German interests of industries taken over or built up under Nazi auspices find a certain support within Austria, as most of these industries are now nationalized.

The nub of the discussion in Moscow and among the Western Powers is the extent to which the latter can accede to Austrian neutralization. What eventualities could be permitted to provide for possible Soviet intervention? Once again it will be difficult for the Kremlin and the NATO Powers to see eye to eye.

FACULTY SALARIES

IF taking action on teachers' salaries is not quite in the same category as doing something about the weather, it is at least close. Everyone, it seems, knows about the plight of the private school in general and about teachers' salaries in particular, but no one does much about it. One important reason, of course, is that the problem is so vast. Teachers, for example, are usually so far from getting what they should that it is easy for administrators to despair. As a result, paradoxically enough, teachers miss out occasionally on small raises that might sometimes be feasible, simply because the increase would amount to such a small drop in such a large bucket of need. Possibly what is really needed is to throw the entire teacher salary system up for grabs and start all over again on

an entirely new plane, with teachers receiving treatment roughly commensurate with their training, needs and importance.

As one step in meeting the needs of teachers on the college level, the Ford Foundation recently announced that it will set aside fifty million dollars to help raise the salaries of faculties in private colleges and universities. Each school to be aided will be required to raise matching funds, and thus the total earmarked for raises in faculty salaries will be much greater than the original fifty million dollars. Even so, of course, this step alone will not solve the problem. At the heart of the matter is the fact that most private colleges and universities are increasingly hard-pressed; the money simply is not there. But this is a step, and a substantial one, in the right direction. If it focuses attention on the plight of the private schools and their faculties, it will certainly be money well spent.

SENATOR NEELY'S SPEECH

NORMALLY, we do not comment one way or the other on the views expressed by regular contributors to this magazine. This week, however, because of the subject he discusses, we want to identify ourselves with the position John Cogley takes on Senator Neely and his remarks about President Eisenhower's religious convictions. To us, the general tone of the Senator's speech to the UAW seemed far outside the bounds of decent political debate. And we must say, aside from everything else, that they had a strange ring in a country where religious conviction, or the lack of it, is not supposed to be an issue in discussing a man's qualifications for public office.

Exactly what prompted Senator Neely in this display we do not know. Perhaps he was reacting to the widespread conviction that President Eisenhower's popularity is untouchable. Apparently, nothing the President's lieutenants do affects his own popularity in the slightest. Dulles can fumble, Wilson can make the foot-in-mouth a normal position, but in the public mind Ike stays far removed from it all. This state of affairs is naturally distressing to the Democrats, with the 1956 election looming, and many of them are reported to believe that somehow or other Mr. Eisenhower, rather than his subordinates, must be their target. This feeling is understandable enough, but if it is going to produce any more attacks like Senator Neely's, we think they would be well advised to stay quiet. As things stand now, Ike may be hard to beat, but a few more blasts like Senator Neely's and it will be quite impossible to beat him.

Problems of Christian Culture

"WE MUST MAKE AN EFFORT TO ACHIEVE AN OPEN CATHOLIC CULTURE WHICH IS ABLE TO MEET SECULARIST CULTURE ON AN EVEN FOOTING"

CHRISTOPHER DAWSON

(Christopher Dawson first proposed a new university program based on the study of Christian culture in his article "Education and Christian Culture," published in *The Commonweal*, December 4, 1953. Since then Mr. Dawson's ideas have been discussed at length both in this magazine and elsewhere, and questions have been raised concerning the practical structure and implications of a Christian culture curriculum as it might operate in an American Catholic University. Mr. Dawson here comments on some of these questions.

—THE EDITORS.)

IN considering the relation between a new Christian culture program and the goals of modern higher education it seems to me that we are faced with a threefold problem: (1) How to maintain the tradition of liberal education in an age of increasing scientific specialization. (2) How to preserve the Christian tradition of culture in an age of secularism. (3) How to find a medium of communication in an age of nationalism, when some nations like China and India represent world cultures and others like the Western European ones are part of a culture, and others like Russia identify themselves with an exclusive ideology. I think the study of Christian culture is the true answer to all three of these problems.

The vital importance of this study is not cultural but religious: the necessity of meeting the omnipresent threat of secularism. Our traditional system of Catholic education has come down from the days when whatever primary education there was was religious, so that everyone had a common background of religious instruction. But today the existence of a universal state-provided system of secular education makes it necessary for us to build up a whole background of culture and wide general knowledge if our people are not to be swamped by the tide of circumambient materialism.

It is, of course, important to ask how the goals of Christian culture study might best be realized within the framework of American undergraduate education. I have always considered that the study of Christian

culture should be primarily historical and that it should not base itself on the textual study of Christian classics to anything like the degree that the old classical education did with its authors. Here I have always been in favor of using a work of synthesis, as a starting point of study, as I think this is the only way to give a student insight into the material and the problem he is going to study. My own *Making of Europe* was an attempt to provide such a work for the early medieval period, and there are a number of other books, old and new: Hazard's two books on the Enlightenment, Basil Willey's on the seventeenth century, Huizinga's *Waning of the Middle Ages*, Troeltsch on Christian Social Teachings, Rostovtzeff's two books on the Roman Empire and on the Hellenistic culture, and Fustel de Coulanges' old book on the ancient city. All these books are educational in themselves and are thought-provoking.

If the student finds the right book of this class, it will itself carry him on to a course of reading and study which is far more rewarding than a set program of great books or of extracts. The objection to the source book is that it leaves everything to the teacher, and if he is good enough to fulfill his task of interpretation, he is obviously quite capable of providing his pupils with his own selection of sources and readings. If one is dependent on a particular book of source material, the study of the subject is restricted by the viewpoint of the editor of the source book.

It should be possible to make more use of the anthropological approach. A book like Kroeber's *Anthropology* will teach the student what a culture is and how it can be studied. And if we could then go on to a study of Western culture and Christian culture in particular, we should be approaching the subject from the right angle, without perplexing the mind of the student with an endless series of rival philosophies of mutually contradictory ideologies—which I fear does not actually produce a healthy and mature criticism, but rather a state of confusion and frustration. I believe nothing is worse from an educational point of view than confronting an immature mind with an incompletely understood panorama of

Mr. Dawson is the author of *The Making of Europe*, *Progress and Religion*, and numerous other studies of history, religion, and culture.

a succession of philosophies and ideologies. The result will only be to produce a kind of defeatist relativism which is one of the most serious dangers of our age and is the opposite of a true Catholic culture.

With regard to the preparatory study of the classics, this should really be the work of the secondary school, and if it does not do it, it is impossible for the university to catch up. What I don't quite understand is what the liberal arts student in America does in high school, if he does not study the classics. I suppose there is some corresponding humanistic study of literature and/or history, and I presume it is not confined to American culture. However, whatever it may be, that is the foundation one has to build on; and the Christian culture course must be adapted to the preparatory training that the student has received. If he hasn't received any, then the course itself will have to be very much in the nature of a general introduction to the subject.

I think the most serious obstacle to Christian culture study in the United States is that many Americans feel Europe, and consequently Christian culture, is part of a past which leads them away from their true responsibilities to the new world society they hope to lead. This feeling does not take into account the true relation between the three terms, America, Europe, and the Western culture. If (as I suppose) America is one of the national cultural units of the West, then it is impossible to make the distinction Europe/America an absolute one. Certainly it is true to say that the United States is more Western culturally than any other part of the complex, but in that case America is further from Asia than Europe, and still more than Christian culture, which is only partly European. Therefore America can find in Christian culture a bond and means of understanding with the world which she aspires to lead.

If, on the other hand, one regards the United States as distinct from the West and as the beginning of a totally new culture, then one will have to define what this culture is and in what respect it is non-Western. Presumably it would be the technological culture, but then Russia would claim to represent the new thing, and Russia is certainly further from the West and has made a more decisive break with the European past than America has.

Actually in the present world situation the role of America seems to be that of the defender of Western and to some extent of Christian culture against the menace of Soviet technological totalitarianism, so that from this point of view a knowledge of the Western Christian traditions is essential if America is to take the role of world leadership. This is perhaps the easiest, if not the best or highest, argument to bring home to Americans the actuality and practical importance of these studies.

SINCE theology and philosophy are considered the basic principles of unity for Catholic higher education in America, the kind of Christian culture study I have proposed may meet with opposition from theologians and philosophers as well as from specialists and utilitarians. I certainly do not wish to reduce the role of theology in education. One must remember however that systematic theology has hitherto been (in Europe) exclusively a clerical subject—a specialized discipline for priests, and that the layman has received his theology at second hand from the priest and the Church, not from the university. Consequently all my suggestions about the introduction of the study of Christian culture have been on the liberal arts level with which alone I have been concerned. My idea has been that a theological element can be introduced on this level through the study of Christian culture and of the theological and spiritual literature of the age which is being dealt with. But this, of course, is additional to and not in substitution for the professional and systematic study of theology. After all, this has been the Catholic educational tradition hitherto. Theology was the crown of the system, not the foundation, and the liberal arts had an independent origin, being in fact taken over bodily from the old classical education. In any case I think the center of the liberal arts course must be humanist rather than theological or metaphysical, as indeed, it always has been.

The starting point of education must of course always be religion, the most important of all our subjects. This is where the issue of theology versus culture history is most acute. But it seems to be clear that the key of the problem is to be found not in philosophy but in *worship*. That is where religion touches the individual psyche. Therefore education should proceed from that point, using the tradition of Catholic worship as the tradition of religious education, as I suggest was the usage of the Catholic past (cf. the last chapter of *Understanding Europe*). In that case the fundamental "classics" are not St. Thomas and St. Augustine, but the Bible, the Missal, the Breviary and the *Acta Sanctorum*. I believe these possess immense potentialities for educational purposes and their study will lead us directly to the study of the first period of Christian culture—the age of the Fathers. This again is strictly traditional, as one may see in any history of Catholic education.

But here I suppose the foundations must be laid in the primary and secondary schools and our students will come to college already grounded in a knowledge of Scripture and of Catholic liturgy and worship. On the other hand, if these subjects are dealt with externally and in an abstract way, it may do infinite harm not only to education but to religion also. This is where there is much need for Catholic educators of genius and tact and psychological insight.

FAIRFIELD UNIVERSITY

Fairfield, Connecticut

The Jesuit University of Southern New England

COLLEGE OF ARTS AND SCIENCES

Men Only

BUSINESS ADMINISTRATION

Accounting, Economics, Management
Arts—Languages, Mathematics

NATURAL SCIENCES

Chemistry, Biology, Physics

SOCIAL SCIENCES

Education, Government, History, Etc.

Apply Now for September Admission

GRADUATE DEPT. OF EDUCATION

Co-educational

M. A. Degree and Sixth Year Certificate Programs in Classroom Teaching, Supervision, Administration, Psychology and Guidance

BOARDING ACCOMMODATIONS

Facilities for resident students in new Loyola Hall available for September 1955.

PROVIDENCE COLLEGE

A Liberal Arts College
for Men

A.B.

ROTC

B.S.

Conducted by
The Dominican Fathers

For Information Write:

REGISTRAR, PROVIDENCE COLLEGE

PROVIDENCE 8

RHODE ISLAND

THE central problem of the Catholic educationalist is a sociological one: how to make students culturally conscious of their religion; otherwise they will be divided personalities—with a Christian faith and a pagan culture which contradict one another.

We have to ask ourselves are we Catholics *who happen to live* in England or America, or are we English or Americans who happen to attend a Catholic church on Sundays. There is no doubt which is the New Testament view; there the Christians are one people in the full sociological sense, but scattered among different cities and peoples. But today we mostly take the opposite view, so that our national cultures are the only culture we have and our religion has to exist either on a sublimated supercultural level or on a sectarian subcultural one. Thus the sociological problem of a Christian culture is also the psychological problem of integration and spiritual health. I am convinced that this is the key issue. Personally I would prefer a Ghetto culture to no religious culture at all, but under modern conditions the Ghetto solution is no longer really practicable. We must make an effort to achieve an open Catholic culture which is sufficiently conscious of the value of its own tradition to be able to meet secularist culture on an equal footing.

I believe that in America both the need and the opportunity for this are greater than anywhere else. You have the machinery for this in the Catholic universities and colleges, but it seems to me that there are still not nearly enough lay writers, especially in history, anthropology, and sociology. There is a very wide gap between Catholic intellectuals who have few links with the Catholic masses and no roots there, and the ordinary level of Catholic journalism which is too near the masses to exercise much cultural influence—and this gap is perhaps even wider in America than in Europe. Somehow that gap must be filled. But for some reason the American Catholic universities don't seem to be turning out people who will do this, or they have not done so in the past. But I see no reason why they should not do so in the future, if only it is possible to awaken Catholic opinion to the need for the infusion of the Catholic tradition into modern American culture.

The Oxford Movement did this for us in England in the nineteenth century. It was a small movement in a small country with limited aims, but since it worked through the university—a live university in its time—it achieved results beyond human expectation. I am not suggesting that the Oxford Movement should be taken as a model, but it does show what a university movement can do, and owing to the very fact of it being on a small scale, it provides an interesting example of the way in which a movement on the university level can change the climate of public opinion and bear religious and social fruit.

ST. MICHAEL'S COLLEGE
The Catholic College of the
University of Toronto
 Co-educational

•
 Founded 1852
 UNDER THE DIRECTION OF THE BASILIAN FATHERS
 All Courses in Arts and Science
 Leading to Degrees of:
 Bachelor of Arts
 Bachelor of Commerce
 And Preparatory to Admission to Graduate
 Schools of Study in
 Education
 Law
 Medicine
 Social Work

•
 Residence Facilities for Men and Women Students

•
 Address:
REGISTRAR
St. Michael's College, Toronto, Canada
 Graduate Students—Address:
SECRETARY
Institute of Mediaeval Studies, Toronto, Canada

XAVIER UNIVERSITY
Of Louisiana

•
 Offers courses in leading to degrees in

Art Education	Medical Technology
Business Adm.	Music
Education	Music Education
Fine Arts	Pharmacy
Home Economics	Physical Education
Industrial Arts Ed.	Pre-medicine
Liberal Arts	Science

•
 A new two-year course in secretarial skills
 will begin in September, 1955

•
 For further information address:

The Registrar, Xavier University
7325 Palmetto St., New Orleans 25, La.

THE CATHOLIC UNIVERSITY
OF AMERICA
4th & MICHIGAN AVE., N.E.
WASHINGTON 17, D.C.

—
 National Pontifical University
 Open to Men and Women
 —

Undergraduate programs in arts and sciences,
 engineering and architecture, law and nursing.
 Pre-medical, pre-dental, pre-law and
 pre-engineering programs available.

Graduate programs in arts and sciences, social
 sciences, engineering, social work, law,
 nursing and ecclesiastical studies.

—
 Air Force ROTC
 —

For information address The Registrar

THE CATHOLIC UNIVERSITY OF AMERICA
announces
A PROGRAM OF WORKSHOPS
from June 10 through June 21, 1955

ON PROBLEMS OF ADMINISTRATION IN THE
 AMERICAN COLLEGE, Co-directors: R. J. Deferrari,
 Ph.D. & Catherine R. Rich, LL.D.

ON COMMUNICATION ARTS IN THE CATHOLIC
 SECONDARY SCHOOL, Director: Sister Mary Janet
 Miller, S.C., Ph.D.

ON THE LANGUAGE ARTS IN THE CATHOLIC
 ELEMENTARY SCHOOL, Director: Sister Mary
 Ramon Langdon, O.P., M.A.

ON INDIVIDUAL DIFFERENCES IN ELEMEN-
 TARY AND SECONDARY SCHOOL CHILDREN
 Director: Reverend William F. Jenks, C.Ss.R.

ON IMPLEMENTATION OF CLINICAL INSTRU-
 CTION IN MEDICAL AND SURGICAL NURSING,
 Director: Sister Constantia Clark, M.S.N.E.

ON ART IN CHRISTIAN EDUCATION, Director:
 Sister M. Jeanne File, O.S.F., M.A.

ON SPECIALIZED ACTIVITIES IN MUSIC EDU-
 CATION Director: Richard H. Werder, Ed.D.

Also THE SIXTH ANNUAL MINOR SEMINARY
 CONFERENCE, May 13-15, 1955: with emphasis on
 the social studies and Greek.

*For complete information on program, staff, credits, fees, accom-
 modations, and application form, write to the DIRECTOR OF
 WORKSHOPS, THE CATHOLIC UNIVERSITY OF AMER-
 ICA, WASHINGTON 17, D.C.*

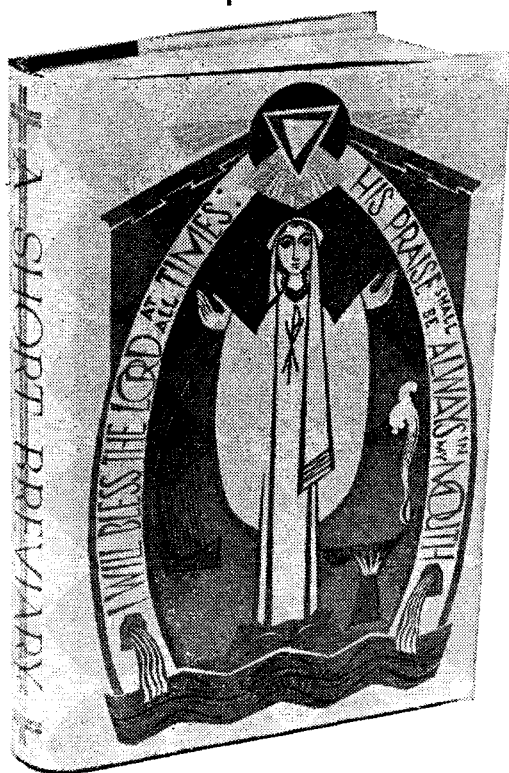
No Place for Private Schools?

WILLIAM GRANGER RYAN

THE Educational Policies Commission of the National Education Association recently published a brochure entitled, "Public Education and the Future of America." This publication provides a useful review of the growth of public education in the United States and the services which the public schools have rendered. There is no doubt that in extending opportunities for education, in providing vocational and professional education to meet expanding needs, in improving teacher education, in assimilating an immigrant population, and in other ways, the public education system plays a vital role in American life. In these times, when Americans are reappraising many aspects of the national life, it is well to be reminded of the achievements, problems, and needs of the public schools.

Father Ryan is president of Seton Hill College in Greensburg, Pennsylvania.

The present brochure, however, seems to me to be open to serious criticism on several counts. The first is that its authors, in describing the achievements of education in America, seem deliberately to exclude from any part in that achievement the privately controlled public schools of the nation. For instance, Chapter 6 of the brochure, entitled "How Public Schools Have Served the American People," enumerates several important services. According to this chapter, the public schools have helped to assimilate a large immigrant population, to unite the American people, to enrich the spiritual life of the nation, to provide equality of opportunity, to strengthen the American economy, to furnish keys to knowledge and understanding, and to engender loyalty to the American way of life. But the privately controlled public schools of America also have contributed to American life in all these ways, and in some of them have perhaps



A Short Breviary

COMPLETE IN ONE, POCKET-SIZE ALL ENGLISH EDITION

The neat, compact, pocket-size, English edition of this internationally known SHORT BREVIARY is offered in a new format for those who wish to pray with the Church. Why don't you join with the thousands of people who are already sharing the peace, grace and inspiration which can be had from the Divine Office? Of course, emphasis is placed on the liturgy of the season.

PRICES

\$3.90 abridged, leatherette
\$6.00 abridged, leather

\$6.00 unabridged, leatherette
\$8.00 unabridged, leather

The unabridged edition contains two supplements in addition to the material in the abridged edition; one supplement gives a reading from Sacred Scripture for each day of the year, the other adds the psalms not contained in its week day Psalter. The new SHORT BREVIARY is printed in red and black, with illustrations and ribbons. 764 pages, abridged. 1200 pages, unabridged.

Full details will be sent on request

THE LITURGICAL PRESS, Collegeville, Minnesota

Georgian Court College

Lakewood, New Jersey

Fully accredited
Liberal Arts College for Women

Conducted by the

Sisters of Mercy of the Trenton Diocese

Four-Year Course Leading to
B. A. and B. S. degrees in Arts and Sciences

Fine Arts, Music, Business Administration,
Home Economics, Teacher Training for Ele-
mentary and Secondary Schools.

Pre-professional Training in Medicine, Law,
Dietetics, Merchandising, Social Work,
Journalism, and Personnel Management.

NAZARETH COLLEGE

ROCHESTER 18, NEW YORK

Conducted by Sisters of Saint Joseph

B.A. and B.S. Degrees

**Liberal Arts — Science — Education
— Art — Music — Speech and Dra-
matics — Business — Social Service
— Nursing — Medical Technology.**

College of St. Elizabeth

Convent Station, New Jersey

Sisters of Charity

B. A. and B. S. Degrees

Liberal Arts, Fine Arts,
Home Economics, Business
Administration, Teacher Training
for Elementary and
Secondary Schools.

MANHATTANVILLE COLLEGE OF THE SACRED HEART

Purchase, New York

Courses leading to degrees: B.A.,
Mus.B., B.F.A. Applicants are
asked to get in touch promptly
with the Committee on Admis-
sions.

**Summer Session
July 6—August 12, 1955**

Proudly

THE PRIORY PRESS presents

THE INDWELLING OF THE TRINITY

Francis L. B. Cunningham. O.P.

**"an important contribution to the theology
of the Trinity and of the spiritual life. . . ."**

- a historical survey of sources, theories and interpretations, from the early Fathers to the present day
- a revealing investigation of early scholastic theories, and the teachings of Alexander of Hales, St. Albert, St. Bonaventure
- a penetrating analysis and profound synthesis of the illuminating solution of St. Thomas
- a definitive resolution of difficulties and objections, ancient and modern

**"a solid theological construction . . . a
brilliant examination of a fundamental doc-
trine of the spiritual life, rich in practical
consequences. . . ."**

appendix of manuscripts • tables • bibliography • indices
pp. xx—416 \$7.50

A PRIMER OF THEOLOGY

DONLAN — REGAN — HENRY

**A theology textbook for today, following the
order and content of St. Thomas' *Summa*,
in modern terms and lucid, vivid language**

- for intelligent laymen, adult discussion groups
- for college students and theology classes
- for sisters and summer theology programs
- for adult converts and convert-classes
- as a handy, readable reference book

I: God, the Trinity, Creation
pp. xii—263 \$3.00

II: Principles of Christian Living
pp. xii—181 \$3.00

III: Christian Virtues and Gifts
Ready September 1

IV: Christ and His Sacraments
In preparation, ready September, 1956

At your local bookstore or



Asbury Road
Dubuque, Iowa

done better than the public schools, notably in laying the religious and moral foundation for loyalty and good citizenship. This fact the present document tends to overlook—unjustly, it seems to me.

The injustice is compounded by the type of reference which is made to the privately controlled schools. "Private" education is mentioned in connection with "sectarian religion," "the more well-to-do children," "a narrowly isolated or insulated form of education"; and the implication throughout the brochure is that privately controlled schools are guilty of "undue separatism or factionalism," snobbishness, and divisiveness.

This is simply not true. The vast majority of denominational elementary or high schools, for instance, are quite as much "common schools" or "public schools" as the tax-supported schools. Parents send their children to these schools, not because they can afford a luxury education, but because they regard religious instruction and influence as a need as vital as that of bread. In general such schools make no distinction between races: here their record is at least as good as that of the tax-supported schools. They receive many children whose creed differs from their own. Their curriculum, outside of the teaching of religion, corresponds to that of the public schools, as do their concern with good teaching and good learning and their efforts at improvement.

If, then, privately controlled schools are divisive at all, it is because there are religious divisions in America, based on profound and sincere religious convictions. The schools do not intensify these divisions, although they recognize them. The religious divisions themselves are, no doubt, as regrettable as they are real; but they will not be eliminated by the Educational Policies Commission or by the National Education Association. On the other hand, religious education must be denominational if it is not to be superficial and inadequate. Yet it is the deepest—and in the opinion of many, the only—foundation and source of the moral and spiritual values which the public schools attempt to foster without reference to "sectarian" religion. It is safe to say that the privately controlled schools of America are doing at least as much as the public schools to foster morality, loyalty, and good citizenship.

The new brochure might also be criticized for presenting a onesidedly favorable view of the present state of public education. It admits, here and there, that the system is in need of improvement, but on the whole the report is colored with an optimism with which many people, in and out of the public education system, will not fully agree. Emphasis on spiritual enrichment and the cultivation of loyalty and good citizenship, for instance, cannot conceal the increase of juvenile delinquency, for which this report might

Newton College of the Sacred Heart

FULLY ACCREDITED LIBERAL ARTS COLLEGE
FOR WOMEN

Conducted by the Religious of the Sacred Heart. Four year course leading to the degrees of B.A., B.S. and B.Mus.* Fields of Concentration: Art, Classics, Education, English, History, Modern Languages, Music, Natural Sciences, Philosophy, Social Sciences. A Pre-medical course is offered.



*The B.Mus. course is open to men and women.



For catalogue apply to the Registrar
NEWTON COLLEGE OF THE SACRED HEART
Newton 59
Massachusetts

Albertus Magnus College

New Haven, Connecticut

Founded and directed by the Dominican Sisters of St. Mary of the Springs. Resident and non-resident students. Liberal Arts, Pre-Medicine, Pre-Law and Teacher Training courses lead to the Degree of Bachelor of Arts. Fully accredited, including accreditation by the American Medical Association. Ninety minutes from Grand Central Station, New York.

Address Office of Admissions

Marywood College

Scranton, Pennsylvania

*Conducted by the Sisters, Servants of the
Immaculate Heart of Mary*

Undergraduate program: A.B., B.S., and B.M. degrees. Major studies in art, clinical psychology, dietetics, drama, guidance counseling, liberal arts, librarianship (Acc. by A.L.A.), liturgical music, music (Acc. by N.A.S.M.), science, sec'l studies, special education, teaching—elementary and secondary, medical technology, vocational home economics.

Graduate program: M.A. degrees granted in education, psychology, and library science.

Catalog: Marywood College, Box C, Scranton, Penna.

ANNHURST COLLEGE

SOUTH WOODSTOCK, CONNECTICUT

(P.O. Address: Box 569, Putnam, Conn.)

Conducted by the Congregation:
Daughters of the Holy Ghost

Location: Northeastern Connecticut, near Putnam.

Train from Boston, via Blackstone; from New York, via Hartford; by bus from Providence, Worcester and Springfield; and from Hartford, via Danielson. Situated on Route 93, four miles west of Putnam near junction with Route 91.

Resident and non-resident students. Liberal Arts. Natural and Social Sciences. Pre-medical. Teacher Training. Preparation for Social Service. Accounting, Secretarial.

ADDRESS: THE REGISTRAR

THE PUBLIC PHILOSOPHY

On the Decline and Revival
of the Western Society

By **WALTER LIPPMANN**

"THE PUBLIC PHILOSOPHY is the most important book that Walter Lippmann has written. Along with all others who care deeply about the future of their society, I can only hope and trust that Mr. Lippmann's essay will be widely read, taught, and lived." — **STEPHEN K. BAILEY**, *Director, Woodrow Wilson School of Public International Affairs, Princeton University*

"A profoundly disturbing book on profoundly disturbing matters from which, for responsible minds, there can be no flight into private concerns or unfounded hopes."

DOROTHY THOMPSON

"THE PUBLIC PHILOSOPHY will be the most discussed book of 1955. Although I am in fundamental disagreement with Mr. Lippmann on a number of points, I believe he has written a book which should be read by every thoughtful American." — **JOHN W. GARDNER**, *President, Carnegie Corporation of New York*

"Mr. Lippmann puts his finger on the reason why so many of our colleges, universities, and schools now lack true distinction, and uncovers the 'dark secret worm' that is eating at the roots of democracy." — **GORDON K. CHALMERS**, *President, Kenyon College*

"The world will be reading it one hundred years from now. It is my hope that one hundred years from now it may be recognized as the opening gun of a powerful movement in political philosophy." — **JOSEPH SMALL, S.J.**, *Loyola University*

At all bookstores • \$3.50

An Atlantic Monthly Press Book

LITTLE, BROWN & CO. • BOSTON

have expressed some concern. A description of the benefits of expanded and diversified public high-school education will not convince those who feel that, in trying to be all things to all men, the high school system by and large has not produced marked excellence in any of them.

There seems, altogether, to be so much emphasis on education for "adjustment to the group" that the individual is becoming more and more reluctant to emerge from the group, to distinguish himself in any way—to be, in short, an independent person. Current teen-age style, from blue jeans to bop talk, appears to be symptomatic of this group uniformity and mediocrity rather than of "the prestige of intellectual standards and aesthetic tastes among the whole population," which public education aims to establish.

ONE more omission in the present brochure may at least be alluded to. Like so much of the recent literature on educational planning, it fails to state the philosophy of education which shapes its aims. It calls for an education "specifically designed to support and advance freedom, equality, and self-government," "uniquely designed to further [the American] way of life" and "to weld divergent groups into a single people"; but no explanation as to what sort of life or what sort of people is furnished. The "seven cardinal principles" of secondary education formulated by an NEA committee in 1918 are quoted: education for health, command of fundamental processes, worthy home membership, vocational fitness, effective citizenship, worthy use of leisure, and ethical character. If this is all that is asked of high school education, the undistinguished quality of so much of its product becomes more understandable.

But what sort of society is envisaged as the end-result of this "specifically designed" education? A society, perhaps, such as is suggested by a statement in the NEA Report in which the "seven cardinal principles" were promulgated: "The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole."

The inadequacy of such group-directed activities to develop the individual personality is increasingly evident. If the purpose of democracy is as above stated, it is hard to see why the Educational Policies Commission bothers to refer to "the dignity and worth of the human personality." If past experience is trustworthy, the dignity of the person is maintained and fostered primarily by individual initiative, doing for oneself, inner growth, the pursuit of one's own excellence, and the relating of one's life to such goals and laws as religion teaches. This view, however, while



The COLLEGE of SAINT CATHERINE

SAINT PAUL
MINNESOTA

A Catholic Liberal Arts College for Women. Awards the B.A., B.S., and M.A. in Library Science degrees. Approved by the Association of American Universities. Holds membership in the National Catholic Educational Association. Conducted by the Sisters of St. Joseph of Carondelet. For information address the Dean, 2004 Randolph Avenue, St. Paul 1, Minn.

College of Saint Teresa

Winona, Minnesota

Conducted by the Sisters of Saint Francis

A liberal arts College for women. Regionally and nationally accredited. B.A., B.S. and B.S.N. degrees. Courses include elementary and secondary teacher preparation, nursing, medical technology, music, dietetics, business, pre-law, pre-medicine and home making.

A spacious, well equipped library, laboratories, and conservatory of music. Spacious campus, beautiful and modern buildings, indoor pool.

A small Catholic College with enrollments under 600. Early registration advised.

Address: Director of Admissions

SAINT MARY'S COLLEGE

NOTRE DAME, INDIANA

Fully accredited liberal arts college
for women.

Conducted by Sisters of the Holy Cross

Courses leading to degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science. Department of Nursing Education. Graduate Department of Sacred Theology.

SAINT MARY'S COLLEGE

BOX 71

NOTRE DAME, IND.

Saint Mary-of-the-Woods

A Liberal Arts College

Helps young women • Live graciously
• Grow spiritually
• Prepare for careers

• Campus tradition of charm and friendliness since 1840. Fully accredited college; B.A., B.S., B.F.A. degrees. Courses providing a cultural background and thorough vocational training. Music, art, commerce, secretarial science, journalism, home economics, teaching, speech and radio. Individual counseling. Well-equipped buildings, conservatory of music, library, laboratories. Early registration advised.



Conducted by the Sisters of Providence

Write: Director of Admissions—Box 105
Saint Mary-of-the-Woods, Indiana

LISTEN and LEARN a LANGUAGE by LINGUAPHONE

World's Standard Conversational Method
FRENCH • GERMAN • JAPANESE
SPANISH (European or New World)
MODERN GREEK • ITALIAN

32 languages available

In the classroom and in the home, *Linguaphone* has proved itself the most efficient help to teacher and pupil in the study of English speech and foreign languages. The *Linguaphone Conversational Method* enables the student to learn a foreign language naturally and correctly as natives do—by listening, associating and living with the language. *Linguaphone* modern recordings and synchronized texts vitalize the language lesson, stimulate interest and aid memory.

**Thousands of Schools, Seminaries, Colleges
Use Linguaphone Sets**

More than 150 educators and linguists cooperated in making these electrical transcriptions the most natively authentic ever recorded. Each Course has both male and female voices so students become accustomed to varieties of tonal inflections and pronunciation.

English Speech Recordings Also Available

Linguaphone offers one of the most complete collections of English Speech Recordings now available. It includes English and American Phonetics, pronunciation, intonation, conversation, recorded by such authorities as W. Cabell Greet, A. Lloyd James, Daniel Jones, Ray E. Skinner; American and British dialect, Shakespeare, drama, poetry by Tennyson, Shelley, famous readings by Raymond Massey, George Bernard Shaw, William Lyon Phelps, Archibald MacLeish, etc., and prose, oratory with many other "greats" of the literary world. Circular FREE on request.

Send for Free Booklets on Foreign Languages and English Speech
Leaders for Over 50 Years in Up-To-Date Modern Language Courses

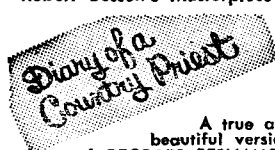
LINGUAPHONE INSTITUTE

114-045 Radio City

New York 20, N.Y.

THREE EXCEPTIONAL FEATURE FILMS IN 16 mm!

Robert Besson's Masterpiece



A true and beautiful version of GEORGES BERNANOS' memorable novel of faith. Directed by Robert Besson.

With Claude Laydu, Nicole Maurey and a distinguished cast. 95 Min. Black & White 16mm Sound

(In English; partly in French with English titles)

"NOT TO BE MISSED . . ."
—COMMONWEAL Magazine
"One of the 10 Best of Year 1954"—Nat. Bd. of Review
League of Decency Rating A2

SPECIAL RENTAL RATE FOR CATHOLIC INSTITUTIONS—\$50 per day

SHAKESPEARE FULL-LENGTH MOTION PICTURES!

"A TRULY GREAT PICTURE"
—The Rev. Joseph Curran, S.J., College of the Holy Cross, Worcester, Mass.

ORSON WELLES' Mercury Production

MACBETH

by William Shakespeare
Winner: PARENTS' MAGAZINE Special Merit Award.

Starring ORSON WELLES as Macbeth with a magnificent supporting cast. Music score by JACQUES IBERT conducted by EFREM KURTZ. A Brandon Exclusive 16mm Release 85 Min. Black & White 16mm Sound

William Shakespeare's
JULIUS CAESAR

Directed by David Bradley
Starring CHARLTON HESTON

"RESOURCEFULNESS AND IMAGINATION!"
—SATURDAY REVIEW

82 Min. Black & White 16mm Sound
THESE UNUSUAL FILMS ARE A MUST FOR ALL ENGLISH, DRAMA, LITERATURE, SPEECH AND HISTORY CLASSES AND A RICH TREAT FOR ALL CHURCH SOCIALS, COMMUNITY GROUPS & CLUB PROGRAMS

SPECIAL RENTAL RATES FOR MACBETH AND JULIUS CAESAR
\$22.50 per day each (Refer to this ad)

Bookings accepted now for Summer and Fall
BRANDON FILMS, INC. Dept. C, 200 West 57th St.,
New York 19, N. Y.

it includes the development of a sense of *personal* responsibility to one's neighbor and society, puts a greater emphasis on diversity than on "unity" and "togetherness." It is, therefore, hardly in accord with the constant demand of some educational leaders for "adjustment to the group."

SO much for the Educational Policies Commission's description of the history and present state of public education in America. But what of the program which the Commission has in mind for the future? It is clear that this program is nothing less than the extension of state-supported and state-controlled education to the point where it will eventually eliminate privately supported schools altogether. Such a system would embrace all levels of education, and the training of all the teachers for all the schools. It is obvious from the present brochure that its authors regard publicly controlled education as the only system adequate to the needs and in harmony with the principles of the American way of life.

There is nothing new, of course, about this position. It has been exposed in NEA publications before; it was evident in the Report of the President's Commission on Higher Education; it is the dominant note in such writings as Doctor Conant's *Education in a Divided World*. In the present brochure this position is made clear by a guarded expression of regret over the 1925 decision of the United States Supreme Court in the Oregon School case. That decision seems to endanger the "common-school ideal" which, in the view of these authors, "has for more than a century been at the heart of the American way of life." They imply throughout that only the "common school" can produce the unity, equality, brotherhood, and sense of responsibility essential to American democracy.

In my view, the Educational Policies Commission simply cannot get away with this. The Supreme Court decision was defending something a great deal more fundamental than the "common-school ideal" when it stated:

We think it entirely plain that the Oregon School Act of 1922 unreasonably interferes with the *liberty of parents and guardians to direct the upbringing and education of children under their control*. As often heretofore pointed out, rights guaranteed by the Constitution may not be abridged by legislation which has no reasonable relation to some purpose within the competency of the state. The fundamental theory of liberty upon which all governments in this Union repose *excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only*. (Italics added.)

LEWIS COLLEGE
Of SCIENCE and TECHNOLOGY

Lockport, Illinois
CO-EDUCATIONAL

A Catholic college administered and staffed by Catholic laymen. CYO affiliated. State and University accredited. Majors offered in Liberal Arts, Natural Sciences, Business Administration, Social Sciences, Industrial Arts, Engineering. B.A., B.S. degrees. One and two year courses in Flight, including Helicopter, Aviation Operations, Maintenance. 35 miles from Chicago.

FONTBONNE
COLLEGE

A liberal arts college for women
conducted by the Sisters of St.
Joseph of Carondelet

. . . also courses leading to careers in teaching, home economics, music therapy, art, medical technology, speech, physical education, social work and business.

for information, address

REGISTRAR
St. Louis 5, Missouri

Rosary College

River Forest, Illinois

Four Year Liberal Arts College
conducted by the
Dominican Sisters of Sinsinawa, Wisconsin

National and International Recognition

Confers Degrees of
Bachelor of Arts
Bachelor of Music Education
Master of Arts in Library Science

Teacher training is offered on both elementary and secondary levels. In addition, special work is offered in dietetics and home economics. Unusual facilities and training are provided for those who wish to teach foreign languages in both elementary and secondary schools.

Junior Year of foreign study in Fribourg, Switzerland

Degrees of Master of Arts
Master of Music
Master of Fine Arts
are conferred at Pius XII Institute, Florence, Italy

For further information, write:
THE DEAN, Rosary College,
River Forest, Illinois

SPECIAL

INTRODUCTORY OFFER

15 ISSUES FOR \$2

THE COMMONWEAL
386 Fourth Ave., New York 16, N.Y.

Enclosed is \$2. Please Send The Commonweal for the Next 15 Weeks to:

Name _____

Address _____

City _____

4/15/55

CAMP WE-HA-KEE

On Green Bay
Marinette, Wisconsin

— • —
For Girls, 6-16

Conducted by the Dominican Sisters
of Sinsinawa, Wisconsin

1955 Season, June 29—August 16, \$350

— • —
For information, write

Sister David O'Leary
200 Ridge Avenue, Winnetka, Illinois

a sound philosophy of teaching for college composition . . .

20 LESSONS IN READING AND WRITING PROSE

DONALD DAVIDSON Vanderbilt University

author of *American Composition and Rhetoric*

Combines and fuses the study of grammar and rhetoric as inseparable elements of effective prose

36 selections from British and American authors, past and present, arranged in 20 "lessons" progressing from simple to complex

Exercise material accompanying each selection encourages the student to analyse the grammatical and stylistic devices used and to apply them to his own writing problems

For one-semester courses at the Freshman or Sophomore level, or, with the use of a supplementary text, for a full year's study

285pp.

\$3.00



COLLEGE DEPARTMENT

CHARLES SCRIBNER'S SONS

597 5th Avenue

New York 17

"Never before have I seen so simple, clear and logical an exposition of the broad stages of development in educational theory and practice from early historical times to the present day."—Edward M. Tuttle, Executive Secretary, National School Boards Association.

WESTERN EDUCATION IN A NEW PERSPECTIVE!

"A Layman's Guide To Educational Theory" is a new perspective in western education

Many parents and educators feel American education is ripe for another John Dewey. Pressing problems, changing times, new social patterns—all contribute to pedagogy's state of ferment.

To foresee better what lies ahead, it is axiomatic to understand what has gone before. In "A Layman's Guide to Educational Theory" the authors present for the first time an historical panorama, graphically charted and simply worded, of what the past's great thinkers believed and recommended regarding education. The book ranges through 3,000 years of divergent theories, from Plato to Aquinas to the modern progressives. Basic theories are shown to be easily understood, as famous educators and their ideas fall into their proper places in a simple pattern of evolution. In these changing times, this book is especially-important reading for every parent and teacher.

Only \$3.50

At your bookstore or use coupon below

D. VAN NOSTRAND CO., Dept. Com-455
250 Fourth Avenue, New York 3, N. Y.

Please send me "A Layman's Guide to Educational Theory." I enclose \$3.50.

Name

Address

City Zone State

The freedom here defended is certainly an essential element of the American way of life, and quite as certainly one of those rights with which, according to the Declaration of Independence, men are endowed by their Creator. It seems strange to hear the Educational Policies Commission of the National Education Association regretting this freedom in the name of "freedom, equality, and self-government"—a phrase repeated several dozen times in the present brochure. Here, as already suggested, a whole philosophy of education is at issue. As long as the National Education Association, through its commissions and publications, espouses a philosophy which regards public education as the only truly American education, and which dismisses all private education as sectarian and unduly separatist, it will meet with resistance from those who regard freedom of education as an essential American freedom.

THE present brochure, in a foreword, speaks of "widespread concern of Americans for their public schools, and of the important efforts at reappraisal of public education." It would have been helpful if the Commission had widened its view to include a reappraisal of American education as a whole instead of excluding from its consideration the vast and growing private educational enterprise in the United States. The fact is, I think, that all American educators should be taking this total view. Both publicly supported and privately supported education are losing by the antagonism that exists between the two systems. Such pronouncements as the one here reviewed will do nothing to allay that antagonism.

In the name of unity, the advocates of public education aim to do away with what they call private education. This, it seems to me, is a supremely divisive policy. The American educational system is unique, as the present authors say it is, but not for the reason they allege. Its uniqueness is not simply that of the "common school." It is the uniqueness of a system in which basic freedoms and legitimate differences are respected by a diversified system of education. Every part of that system is essential to the whole. Every part of it, from the one-room school to the university supported by the state or by private enterprise, is making, and should continue to make, an indispensable contribution to American life.

What we need now, more than we have ever needed it, is an educational policy continuously studied and formulated by representatives of all types of education, meeting as equals and colleagues, not as rivals and antagonists. This need is felt in all areas and branches of American education at the present time. The Educational Policies Commission of the NEA might do well to take cognizance of it.

WHO'S A HYPOCRITE?

THERE is the story of the proud publican who thanked God that he was not like the Pharisee. Pride and hypocrisy are such sinuous, subtle vices that it is a rash man indeed who ascribes them to others. A man knows when he is not a thief, a lecher, a murderer, but what man can say that he isn't proud or that his devoutness is untainted with hypocrisy?

I think it was G. K. Chesterton who made the point that a man who parades down the street on Sunday morning, his Bible in hand and eyes ostentatiously turned heavenward, may indeed be a hypocrite, but the man who says he is so repelled by this that he doesn't go to church anymore may just want to play golf on Sunday mornings. And what is to be said of this kind of hypocrisy?

A couple of years ago Arthur Godfrey brought the virtue of humility into the headlines. Now Senator Matthew Neely has introduced the question of hypocrisy. Speaking at a United Automobile Workers meeting, Senator Neely pointed out angrily that the President did not belong to any church before his election, but is now publicized every Monday morning because he attends weekly services. "Away with hypocrisy!" Senator Neely said bitterly. "Any man who tries to parade his religion that way before the public is ungodly. If that's an unreasonable and unfair statement, then make the most of it."

The statement was unreasonable; it was unfair. It was unreasonable simply because the President is always news. His golfing habits are news. His reading habits are news. His church-going habits are news. I take it that Mr. Eisenhower does not force the press to snap his picture shaking hands with Dr. Elson as he leaves the National Presbyterian Church on Sunday morning. Of course he could avoid that kind of publicity by staying in bed on

Sunday morning, but I doubt that even Senator Neely would demand that the President cease going to church lest he be charged with hypocrisy. Mr. Eisenhower could insist that his church-going activities not be publicized and refuse to be photographed. But that too would then become news. "Eisenhower modestly refuses to be shown entering or leaving a church, so he won't seem to be parading his religion," the news stories might run. But this, I think, would be the case of the publican thanking God he was not like the Pharisees.

Senator Neely's statement was unfair because it implies, if that is not too weak a word, that the President's church-going arises not from devoutness but from a desire for political favor and popularity. This could be. It could be, too, that the Democratic Senator Neely does not hate hypocrisy nearly so much as he hates the publicity the Republican President receives on Monday mornings. But both presumptions are based on choosing between two possible sets of motives—one honest, the other base.

It could be that the President, Senator Neely and this writer too are all whited sepulchres. But this is not a judgment we can make of each other until such a time as we are enabled to read the secret heart and fathom the muddled motives that move us to do the things we do.

There is a special element here, too, that should be clear to everyone who exercises authority or is obliged to stand as a model to others. It should be clear to clergymen, to civic leaders and to all parents. That is the special burden placed upon those who stand in the places of authority. I am not in a position to give grave scandal, the way a priest is or the President is. But I do have a little world where much is asked of me. I am the father of a young family. I can scandalize them. I can humiliate

them. I can give them bad example. I can provide them with little excuses for their own failings.

I know that I do scandalize my children from time to time. But I know too that I refrain from doing certain things and that I am held off from doing them mainly out of fear of giving this scandal and of rubbing the gloss off the shining image my children, at least, have of me. The things I refer to would be wrong, or at least disedifying, in any case. They would be wrong if I were an island. But if I were an island I might be more likely to do them than I am as a father.

Is this hypocrisy? Where does hypocrisy begin and honest concern about giving scandal leave off? Maybe these burdens of human responsibility we assume or that are placed upon us are an essential means of salvation for the average man. We say that a good wife is what most men need: a good wife keeps a man from being a total slob. By the same token, maybe an average woman too needs home and family and husband and all the responsibility that goes with them. The saint needs only God. But few of us are saints, and we need each other to learn that we need God alone.

The President, even if in his Army days he were not a particularly devout man (I have no way of knowing) must have thought about these things since he became President. He must know the burden of avoiding scandal and of offering good example, more than most people. Perhaps there are Sunday mornings when he would like to stay in bed but still feels that he is under special obligation to go to church. Perhaps if he were not President he would switch the alarm off and turn over. But he is President. His motives in going to church may not be pure enough for Senator Neely. But even granting that they are mixed, they are good enough for me. And I think that any father of a family who thinks about it and knows how his own motivation operates would find them good enough, too.

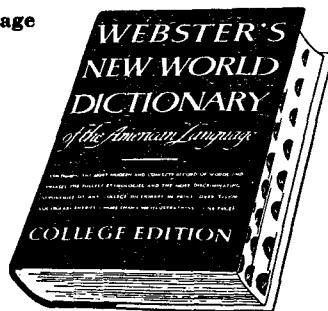
JOHN COGLEY.

CATHOLIC EDUCATORS ACCLAIM

WEBSTER'S NEW WORLD DICTIONARY

of the American Language
COLLEGE EDITION

"We have decided to adopt this Dictionary for required use in our Freshman English program. Its superior quality will prove a remarkably wholesome stimulus to the entire field of American lexicography." — PROFESSOR GEORGE E. GRAUEL, Department of English, John Carroll University



"It is a magnificent job which I shall be proud to show off to students and faculty."—REV. ALLEN P. FARRELL, S.J., Dean, Graduate School, University of Detroit

"At last we have something that is distinctively American and I am amazed at its modernity and common sense." —THE VERY REV. FRANCIS L. MEADE, C.M., President, Niagara University.

More entries, carefully selected (142,000) . . . more pages (1,760) . . . more examples of usage . . . more pictures (over 3,100 terms illustrated). Cloth \$5. With Thumb Index \$6.

THE WORLD PUBLISHING COMPANY

CLEVELAND 2, OHIO

STANDARD TESTS

NATIONAL APTITUDE TESTS

For Secondary Schools and Colleges

ACADEMIC APTITUDE TESTS (Verbal)

To indicate aptitude for professional work such as law, medicine, teaching, etc.

ACADEMIC APTITUDE TESTS (Non-Verbal)

To indicate aptitude for engineering, architecture, chemistry, etc.

MECHANICAL APTITUDE TESTS

To indicate fitness for skilled trades.

CLERICAL APTITUDE TESTS

To indicate fitness for clerical work.

INVENTORY OF VOCATIONAL INTERESTS

Indicates clearly major and minor occupational interests.

Specimen any Aptitude Test 50¢.

LIFE ADJUSTMENT INVENTORY

Specimen with Manual 75¢.

ACHIEVEMENT TESTS

Separate tests in the principal Elementary and High School subjects and Battery Tests for grades 4-6 and 7-9. College Tests in English, American History and Health.

NEW TESTS

Advanced Battery, Grades 7-9

Reading Comprehension, Grades 4-9

Specimen set Elementary Tests, \$2.00

Specimen Set High School Tests, \$2.00

Specimen Set Aptitude Tests, \$2.00

ACORN PUBLISHING COMPANY

ROCKVILLE CENTRE

NEW YORK

THE SCREEN

CIAOU

MOVIE fans in New York, fortunate in having the Museum of Modern Art with its daily programs of old films, are particularly fortunate during the next two months because the Museum's program is "50 Years of Italian Cinema." This retrospect, the first survey of the development of Italian films to be shown in the United States, also celebrates the fiftieth anniversary of Italian movie production, and opens appropriately enough with the first Italian production, "The Taking of Rome" (made in 1905) and ends with one of the high points in the post-World War II school of neo-realism, "Two Cents Worth of Hope." The Museum's program was launched at a special evening showing of a new movie directed by Luigi Comencini; "Suitcase of Dreams" fits well as an introduction to the whole two-month project because it is about a man who is a collector of old movies—parts of which are shown within this film itself. The audience, on the whole, was rather enthusiastic about "Suitcase of Dreams," but since I do not understand Italian and the picture had no English subtitles or even that awful dubbing that has been turning up with some Italian films lately, I was often in the dark as to what was going on. I did enjoy the humor, however, and the clips from the old silent films.

Audiences who attend the daily showings of the various items in the "50 Year" program (which are arranged more or less chronologically) are going to be pleasantly surprised that the Italians were doing pretty well with movies in the first decades of this century. Their comedies, newsreels, dramas and historical spectacles definitely show that Americans were by no means tops in the field. Films like "Quo Vadis?" (1912) and "Cabiria" (1914) no doubt inspired Griffith and De Mille. After their first big splurge, however, Italian movies fell into a slump; and not until during the past fifteen years did they "suddenly" make the world sit up and take notice of their vitality and realism. The last part of the Museum's program is heavy with the "big" names of directors like Rossellini, De Sica, Zampa, Castellani and actors like Aldo Fabrizi, Anna Magnani, Gino Cervi. If you haven't seen "Open City," "Paisan," "To Live in Peace," "The Bicycle Thief" and that delightfully lyrical film, "The Flowers of St. Francis," this is your big opportunity. The retrospective Italian film show will wind up at the Museum on May 29, and then will no doubt move on to other museums through the country. As an admirer of Italian movies, I must say (to the Museum of Modern Art Film Library and to

IFE and to the Italians who contributed to this show) that slang expression that turns up in all the modern Italian movies and which seems to cover every amiable greeting of welcome on arrival or departure: *Ciaou*.

IT is unfortunate that I cannot be equally welcoming to a new Italian film that is on our commercial screens. "Princess Cinderella" has an interesting theme (what happened to Cinderella after she married Prince Charming) and must have read well in script form; but as a movie it is done completely without imagination. Some of its sets and tricks are amusing, but they are better suited to the theatrical stage than to movies. The king and queen are outraged to find their son (Roberto Villa) married to a scullery maid, and Silvana Jachino in the lead role, though pretty, does little to make them change their minds. Paola Stoppa comes through with funny slapstick, but he can hardly save this gauche production. This is too bad, because it could still be fun to investigate what happened to Ella and Charming after the wedding.

THE Americans do much better with a similar theme in a handsome color production called "The Glass Slipper," which tells the old Cinderella story with the help of a running commentary that might have been written by a modern psychologist. It is also greatly helped by Leslie Caron who is perfectly delightful and impish as Ella who is rejected by her family because she behaves so badly and who behaves so badly because she is rejected. And Leslie is beautifully assisted in this fairy story, which is no longer a fairy story, by Michael Wilding as Prince Charlie and by Estelle Winwood as an old neighbor who is completely bats but turns up at the right time with a dress and coach, etc., for the ball. I'm not exactly sure that this version of Cinderella is for kids, but if their parents don't expect another "Lili" and don't expect too much from Roland Petit and the Ballet de Paris, they will get some good laughs from "The Glass Slipper."

PHILIP T. HARTUNG.

OF NOTE

STATE CENSORSHIP

THE problem of State censorship of books is currently being widely discussed in Great Britain. In the February 12th issue of the *London Tablet* (128 Sloane Street, S. W. 1) Christopher Hollis considers this problem in an article entitled "Obscenity and the

NEW PHILOSOPHY TEXTS

PHILOSOPHICAL PSYCHOLOGY

by J. Donceel, S.J.

This textbook of Philosophical Psychology is intended to combine the essential features of the traditional course in Thomistic Psychology with a short, simple survey and critical evaluation of the most important data of contemporary experimental and dynamic psychology. \$4.50

INTRODUCTORY METAPHYSICS

by Avery Dulles, S.J., James Demske, S.J.
and Robert O'Connell, S.J.

This textbook is written on the premise that philosophy is a search for wisdom—a personal search in which the opinions of the great philosophers should be used as guides. Beginning from the evident data of experience, the student is led through an orderly series of analyses until the main lines of the Thomistic synthesis have emerged as a coherent set of answers to genuine questions. Coming May 4th. \$4.50

Details of these books will be sent on request. Copies for sixty days examination will be available for consideration as class texts. For quick service address your letter to Lucy MacGill, Sheed & Ward, New York 3.

The number of our
booth at the Catholic
Educational Conven-
tion is:

E. 2

We shall hope to see you there.

SHEED & WARD

New York 3



THE ST. GREGORY HYMNAL and CATHOLIC CHOIR BOOK

Compiled, Edited and Arranged by
NICOLA A. MONTANI
Knight Commander of the Order of Saint Sylvester

AVAILABLE IN THREE EDITIONS

Number One Edition
Complete with Organ accompaniment S.A.T.B.
\$3.00 NET Postage 21¢

Number Two Edition
MELODY (2 Line) Music: Hand Edition
\$2.00 NET Postage 17¢

Number Three Edition
THE ST. GREGORY WORD EDITION—
REVISED 1950
75¢ NET Postage 8¢

The Library of Congress, Washington, D. C. conferred a great honor on Nicola A. Montani by selecting the St. Gregory Hymnal **THE REPRESENTATIVE CATHOLIC HYMNAL**; issued in Braille Grade 2 nine large volumes for the Blind to every Library in the United States having a Department for the Blind.

New Publications:

Fantasia on ITE MISSA EST (in regular Sonata form for Organ)

THREE CANTICLES IN HONOR OF THE
BLESSED VIRGIN MARY
CREDO III (Missa de Angelis)

ST. GREGORY GUILD, INC., Dept. 0
1705 Rittenhouse Square
Philadelphia 3, Pennsylvania

GOD'S ENGINEER

by DANIEL SARGENT
\$2.50

" Biography of a modern professional man, who lived, worked, suffered and died during the chaotic era of the Spanish Civil War. His life is an eloquent challenge to modern Americans."

THE WAY

by MSGR J. M. ESCRIVA
founder of OPUS DEI
\$2.25

"A valuable book for those who like to think before they act. . . . And this is something more of us should do more frequently." *Franciscan Message*

order from your local bookstore or

SCEPTER PRESS 5544 woodlawn
chicago

**See page 45
for Order Form
for trial subscription
to The Commonweal**

Law: New Proposals for Censorship." The following are excerpts from Mr. Hollis' remarks:

There is in this country general agreement that the advantages of wide freedom of publication greatly outweigh the advantages, such as they may be, of any system of state censorship. Truth is more likely to emerge out of an atmosphere of free discussion, and the example of the totalitarian States gives no reason to think that a State which claimed absolute powers would be likely even to wish to exercise them in support of the cause of virtue. There is nowhere where absolute power tends more easily to corrupt absolutely than in the realm of opinion and, therefore, a wise policy will both protect and also give every benefit of the doubt to free publication. On the other hand there is all but general agreement that there are some publications which have no purpose but to corrupt and to incite to evil, concerning which any quotation of the great Miltonic principles is a play on words, and neither this country nor any other country has ever conceded an absolute right to pornography. . . .

But the difficulty—a difficulty which applies equally to obscenity in the narrower and in the wider sense—is clearly a difficulty of definition. Everyone knows that there is such a thing as obscenity—obscenity of which the guilty person can accuse himself after examination of his conscience, which the priest can perhaps recognize in the confessional—but is there any clear way by which it can be proved in a court of law in face of a denial? In many cases it will certainly be difficult. There are books of which author and publisher clearly know what is likely to be their market. But of many books it is hard to say into whose hands they will find their way. The burden of the proof, says the libertarian, should rest with the prosecution. It is for the prosecution to show that author and publisher intended to corrupt and intended the book to find its way to the hands of those who would be corrupted. They cannot be held liable for accidents. There is much to be said for this point of view, but what is likely to be the result of its application? If a strict burden of proof is imposed upon the prosecution, the result probably will be that there will be very few convictions. This may be no bad thing, for it is far from certain how large a service these prosecutions do render to public morals—far from certain whether they do not in fact do more to advertise pornography than to suppress it.

Yet we have to face the fact that by making intention the basic test we may allow certain books to escape that are in fact doing a lot of harm, simply because they happen to be circulating among a public different from that among which it was intended that they should circulate, while a lot of unnecessary trouble

is taken to suppress other books that were written with an evil intent but which have not in fact done much harm because they have not attained a circulation. . . .

If there is to be a law, we must face the fact that, whatever the definition, there is bound to be somewhere a certain borderline of uncertainty, for "corruption" and "obscenity" are not words which of their nature are capable of absolutely clear definition. Yet, whatever the difficulties in particular cases, there is clearly one distinction at which it is not unreasonable at least to aim. There are comparatively few books which might not conceivably incite their readers to violent or erotic action. The Bible and Shakespeare could certainly not escape on such a test. But the free State has a right to expect a certain capacity for adult behavior in its citizens. The reasonable distinction is surely not between books which could corrupt and which could not corrupt, but between books which have no purpose except to corrupt and books which can claim that that purpose of corruption was at least not the main purpose of their composition. It is not unreasonable to apply a doctrine of intention in the sense of asking the author to furnish some other motive than a corrupt motive from which he wrote. No one would greatly regret the passing of the purely pornographic book if such a book can be defined, and few people would not agree that on balance it would be a far greater evil than good if an attempt were made to bowdlerize every single erotic passage. . . .

In such a State as ours, some legislation of this sort is no doubt necessary. To the religious person it will, we may hope, be of secondary importance. He will regulate his own conduct and reading by his own religious principles and will not feel under temptation to think a thing right or wrong merely because the State declares it to be right or wrong. A Church is a body of persons who accept a common moral teaching. The authorities of the Church can, therefore, on clear grounds condemn as corrupt, teaching that is contrary to their teaching. The faithful, accepting the authority in general, respect the ruling. . . .

The position of a State, condemning corrupt literature when there is no sort of agreement among the citizens what constitutes corruption, is clearly much more difficult. A man writes a book in favor of divorce or birth control. To one section this is a corrupting book. Others, in all sincerity, see in it a plea for a desirable freedom. We have moved into an era of the liberal State. The advantages of living in such a State probably on the whole outweigh the disadvantages, and anyway, advantageous or disadvantageous, that is the State in which we live. In such a State the powers of censorship of the secular State should be most severely limited.

Important Textbooks

No Longer Two

By Walter J. Handren, S.J.—This commentary on the encyclical *Casti Connubii* of Pius XI is complete, illuminating, and very practical. Each chapter presents the text of the encyclical, then the commentary, and a series of "thought provokers" intended as topics for classroom and study club discussions. \$4.00

Sacraments and Worship — Liturgy and Doctrinal Development of Baptism, Confirmation, and the Eucharist

Edited with Commentary by Paul F. Palmer, S.J.—Volume one in a new series, "Sources of Christian Theology," presenting in English the basic texts and documents which have shaped and continue to control Catholic theological teaching. \$4.75

The Philosophy of Human Knowing

By Joseph D. Hassett, S.J., Robert A. Mitchell, S.J., and J. Donald Monan, S.J.—"This brief epistemology is a successful departure from the old, formal type of textbook. . . . The book is eminently teachable."—*Catholic School Journal* \$3.00

Principles of Medical Ethics

By John P. Kenny, O.P.—"A thorough and comprehensive book. It is quiet, dignified, and limpid-clear in its simplicity of presentation and explanation."—*Ethos* \$3.25

A History of Philosophy

By Frederick Copleston, S.J.—"His work is already recognized as the standard Catholic history of philosophy. . . . Considering the complexity of the issues discussed, the author's style is surprisingly lucid and readable."—*The Catholic World*

Vol. I: Greece and Rome	\$4.00
Vol. II: Augustine to Scotus	\$4.50
Vol. III: Ockham to Suarez	\$5.00

Modern Thomistic Philosophy

By R. P. Phillips, D.D.—"By far the best introduction to Thomistic philosophy in the English language that has, as yet, to our knowledge, appeared."—*Blackfriars* 2 Vols. \$7.50

The Sacraments in the Christian Life

By M. M. Philipon, O.P., trans. by Rev. John Otto, Ph.D.—"The work is solid in substance and doctrine, with wide practical appeal. Vigorous sacramental theology is offered in language that places it within reach of priest, religious and informed layman."—*Worship* \$4.25

The Theology of Saint Paul

By Fernand Prat, trans. by John L. Stoddard—"A classic. Volume One restores the teachings of the Apostle to the place where they naturally belong, and makes evident the ever-ascending evolution of Saint Paul's thought. Volume Two gives a general view of the theology of St. Paul, to discover its dominant idea, to note its continuity and growth, and to follow its ramifications."—*The Catholic World* 2 Vols. \$10.00

Wherever good books are sold

THE NEWMAN PRESS

Westminster, Maryland

McGRAW-HILL SERIES IN EDUCATION

HAROLD BENJAMIN, *Consulting Editor*

- ☐ BEAUMONT AND MACOMBER • Psychological Factors in Education—\$4.00
- ☐ BENT AND KRONENBERG • Principles of Secondary Education—\$5.50
- ☐ BOGUE • The Community College—\$5.00
- ☐ BROOM, DUNCAN, EMIG, AND STUEBER • Effective Reading Instruction—\$5.50
- ☐ BROWNELL, GANS, AND MAROON • Public Relations in Education—\$4.50
- ☐ BRUBACHER • A History of the Problems of Education—\$6.00
- ☐ BRUBACHER • Modern Philosophies of Education—\$5.00
- ☐ BUTLER AND WREN • The Teaching of Secondary Mathematics—\$5.25
- ☐ BUTTERWORTH AND DAWSON • The Modern Rural School—\$5.00
- ☐ BUTTS • A Cultural History of Western Education—In press
- ☐ CARTER AND MCGINNIS • Learning to Read—\$3.50
- ☐ COOK, LLOYD AND ELAINE • Intergroup Education—\$5.50
- ☐ COOK, LLOYD AND ELAINE • A Sociological Approach to Education—\$5.50
- ☐ CROW AND CROW • Mental Hygiene—\$4.75
- ☐ CROXTON • Science in the Elementary School—\$5.50
- ☐ DAVIS • Educational Psychology—\$4.00
- ☐ DAVIS AND NORRIS • Guidance Handbook for Teachers—\$4.50
- ☐ DE BOER, KAULFERS, AND MILLER • Teaching Secondary English—\$5.00
- ☐ DE YOUNG • Introduction to American Public Education—\$5.50
- ☐ FEDDER • Guiding Homeroom and Club Activities—\$5.50
- ☐ FERNALD • Remedial Techniques in Basic School Subjects—\$5.50
- ☐ FOREST • Early Years at School—\$4.50
- ☐ GOOD • Dictionary of Education—\$6.00
- ☐ HAGMAN • The Administration of American Public Schools—\$5.00
- ☐ HAMMONDS • Teaching Agriculture—\$4.75
- ☐ HECK • The Education of Exceptional Children—\$6.50
- ☐ HOPPOCK • Group Guidance—\$4.75
- ☐ JORDAN • Measurement in Education—\$5.25
- ☐ KAULFERS • Modern Languages for Modern Schools—\$5.50
- ☐ McCULLOUGH, STRANG, AND TRAXLER • Problems in the Improvement of Reading—\$5.00
- ☐ McKOWN • Home Room Guidance—\$5.50
- ☐ McKOWN AND ROBERTS • Audio-Visual Aids to Instruction—\$5.50
- ☐ McNERNEY • The Curriculum—\$4.50
- ☐ McNERNEY • Educational Supervision—\$4.50
- ☐ MACOMBER • Teaching in the Modern Secondary School—\$4.75
- ☐ MAYS • Essentials of Industrial Education—\$4.00
- ☐ MAYS • Principles and Practices of Vocational Education—\$4.00
- ☐ MELVIN • General Methods of Teaching—\$4.00
- ☐ MICHEELS AND KARNES • Measuring Educational Achievement—\$5.50
- ☐ MILLARD AND HUGGETT • An Introduction to Elementary Education—\$4.75
- ☐ MORT • Principles of School Administration—\$5.00
- ☐ MORT AND REUSSER • Public School Finance—\$6.00
- ☐ MORT AND VINCENT • Introduction to American Education—\$4.75
- ☐ MORT AND VINCENT • Modern Educational Practice—\$5.25
- ☐ MURSELL • Developmental Teaching—\$4.75
- ☐ MURSELL • Successful Teaching—\$4.25
- ☐ MYERS • Principles and Techniques of Vocational Guidance—\$4.50
- ☐ PITTINGER • Local Public School Administration—\$5.25
- ☐ REMMLEIN • The Law of Local Public School Administration—\$4.50
- ☐ REMMLEIN • School Law—\$5.00
- ☐ RICHEY • Planning for Teaching—\$4.75
- ☐ SAMFORD AND COTTLE • Social Studies in the Secondary School—\$4.50
- ☐ SANFORD, HAND, AND SPALDING • The Schools and National Security—\$3.00
- ☐ SCHORLING • Student Teaching—\$5.00
- ☐ SCHORLING AND WINGO • Elementary-school Student Teaching—\$4.50
- ☐ SEARS • The Nature of the Administrative Process—\$6.00
- ☐ SMITH, STANDLEY, AND HUGHES • Junior High School Education—\$5.25
- ☐ SORENSON • Psychology in Education—\$5.50
- ☐ THORPE • Psychological Foundations of Personality—\$6.25
- ☐ THUT AND GERBERICH • Foundations of Method for Secondary Schools—\$5.00
- ☐ TIDYMAN AND BUTTERFIELD • Teaching the Language Arts—\$4.75
- ☐ WARTERS • High-school Personnel Work Today—\$4.25
- ☐ WEBER • Personnel Problems of School Administrators—\$5.00
- ☐ WELLS • Elementary Science Education—\$4.75
- ☐ WELLS • Secondary Science Education—\$4.75
- ☐ WILSON, STONE, AND DALRYMPLE • Teaching the New Arithmetic—\$4.75
- ☐ WINSLOW • The Integrated School Art Program—\$5.50

ORDER any books on this list for personal or library use at the Combined Book Exhibit Booth or mail your order to

McGRAW-HILL BOOK COMPANY, INC.
330 West 42nd Street
New York 36, N. Y.

The Agonies and Ambiguities of Spain's Civil War

THE CYPRESSES BELIEVE IN GOD. By José María Gironella. Translated by Harriet de Onís. Knopf. Two volumes: \$10.

By WILLIAM P. CLANCY

THE search for a Great Catholic Novel of contemporary life can end. It was published in Spain in 1953 and now appears in English. *The Cypresses Believe in God* is a work of such power, compassion and significance for our century that its publication in the United States is a major literary event. If it is not observed as one—if this novel goes uncelebrated in the pages of our literary magazines and unread by those who care for grandeur and high seriousness in art—then the situation of criticism in America is even more depressing than one had thought it was.

In a note written for the American edition of his novel, José María Gironella comments: "Ex-

perience proves that it is hard to view my country impartially. Even writers of high order succumb to the temptation to adulterate the truth, to treat [Spanish] customs and our psychology as though everything about them were of a piece, a single color. . . . I defend the complexity of Spain. . . . I have tried to capture the everyday traits, the mentality, the inner ambiance of my compatriots in all their pettiness and all their grandeur. In Spain the reaction to this novel has been that it is 'implacable.' Nothing could satisfy me more."

The Cypresses Believe in God is indeed implacable—in the sense that all great art is implacable: here, it says, is the human condition. Take it or leave it, but do not falsify it; do not make it into something less dense, more tractable than it really is. You may feel anger and frustration, wonder and mystery, pity, fear—but you must not feel

satisfied that the answers are easy, that things are as they should be and are quickly understood, because a work which gives this feeling is propaganda, not art.

The theme of Gironella's novel is the Spanish Civil War—or rather the passions and profundities that came to battle in the Civil War. The book's action spans a period of five years, from the birth of the Republic in April, 1931, until the outbreak of the revolution in July, 1936. In a provincial capital—Gerona—through a middle class family—the Alvears—a world is created, the world that was tested and tortured during Spain's agony. In the life of this small city, within the circle of one torn family, modern history in all its ambiguities and complexities is brought before us.

Lies are closely related to war: they are both its parents and its children; and probably no war was ever accompanied by more universal

TO ALL N.C.E.A. DELEGATES AND VISITORS — BENZIGER BROTHERS, Inc., WOULD BE PLEASED TO HAVE YOU VISIT ITS EXHIBIT AT ATLANTIC CITY, N. J., APRIL 12-15

CATHOLIC TEXTBOOKS FOR CATHOLIC SCHOOLS

History

LAND OF OUR LADY SERIES

A New United States History—Grades 4-8

Under the editorial direction and supervision of the following outstanding educators:
Rt. Rev. Msgr. Timothy F. O'Leary, Ph. D., Editor-in-Chief; Sister M. Veronica, S.P.B.V., M.A., Assistant Editor-in-Chief; Rt. Rev. Msgr. Clarence E. Elwell, Ph. D., Co-Editor; and Rev. Patrick J. Roche, Ph. D., Co-Editor.

FOUNDERS OF FREEDOM—Sister Benedict Joseph, S.N.J.M.
For the intermediate grades—296 pages, 12-3 color illustrations, over 125 photographs, illustrations and maps in black and white. This text presents the European background of American history. 1.74

BEARERS OF FREEDOM—Sister M. Veronica, S.P.B.V.
For the intermediate grades—384 pages, 70 illustrations, printed in 3 colors. 5 full page maps printed in 4 colors. Starting with the discovery of America, the pupil learns about the early explorers and missionaries who were responsible for the founding and settling of this country. 1.83

LEADERS OF FREEDOM—Sister Clarita, O.P.
For the intermediate grades—288 pages, 12-3 color illustrations, over 150 photographs. Illustrations & maps in black and white. A history of our country from the beginning of the Revolution to the Westward Expansion. 1.95

CHALLENGE OF FREEDOM
For the upper grades—320 pages, over 200 photographs, illustrations and maps in black and white. This text covers the period of history in United States from the opening and expansion of the West through the Civil War and Reconstruction period in the South. 2.22

GUARDIAN OF FREEDOM—Sister M. Augusta, H.H.M.
For the upper grades—384 pages, over 200 photographs, illustrations and maps in black and white. Treats the history of the United States from the Spanish-American War up to the present day. 2.37

TEACHER'S MANUALS to accompany each book of series—Gratis on introductory order with adoption of series. . . .each .75

SYLLABUS for the entire series, gratis upon request

Religion

Official Revised Baltimore Catechism 1941. With Study Helps. Illustrated. Covers the 8 Grades of Elementary Schools.

No. 0—Sister Annunziata's First Communion Catechism (Grades 1-2), 50 pages	.28
No. 1—Father McGuire's Baltimore Catechism (Grades 3-5), 144 pages	.46
No. 2—Father McGuire's Baltimore Catechism with Mass (Grades 6-7), 256 pages	.54
No. 3—Father Connell's Baltimore Catechism (Grade 9), 384 pages	.88
	Cloth 1.60

Syllabus for Father McGuire's Baltimore Catechisms. By Sr. Mary Philip, Mt. St. Francis, Peekskill, N.Y. 48 pages, 12 mo, paper cover each .25

Gratis on introductory order with adoption of series
The New Confraternity Edition Revised Baltimore Catechism No. 3. Official Revised Edition 1949. With summarizations of Doctrine and Study Helps by Rev. Francis J. Connell, C.S.S.R., S.T.D. For use of upper grades, high schools, study clubs, etc. 320 pages 96

LIVING MY RELIGION SERIES

Teaches the Entire New Baltimore Catechism.

Official Revised Confraternity Edition, 1941.

Rt. Rev. Msgr. Wm. R. Kelly, Very Rev. Edmund J. Goebel, Sr. Mary Imelda in association with Rt. Rev. Msgr. M. A. Schumacher.	
Primer—(Grade 1A). Our Heavenly Father. Paper	Net .51
Book 1—(Grade 1B). Living in God's Love. Cloth	Net 1.20
Book 2—(Grade 2). Living by God's Law. Cloth	Net 1.32
Book 3—(Grade 3). Living in God's Grace. Cloth	Net 1.53
Book 4—(Grade 4). Living for God. Cloth	Net 1.59
Book 5—(Grade 5). Living Through God's Gifts. Cloth	Net 1.62
Book 6—(Grade 6). Living in God's Church. Cloth	Net 1.65
Book 7—(Grade 7). Living for Triumph. Cloth	Net 1.71
Book 8—(Grade 8). Living for Holiness. Cloth	Net 1.77

BENZIGER BROTHERS, Inc.

6-8 BARCLAY STREET

Telephone: ALgonquin 4-3053

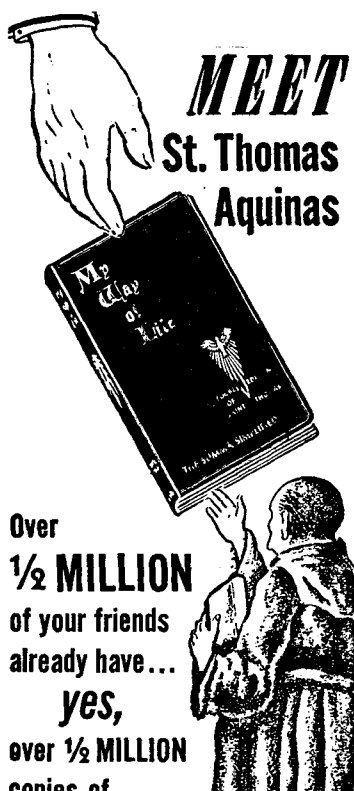
NEW YORK 8, N. Y.

BOSTON 10

CHICAGO 6

CINCINNATI 1

SAN FRANCISCO 3



Over
1½ MILLION
of your friends
already have...

yes,
over ½ MILLION
copies of

"MY WAY of LIFE"

The Summa simplified and in
plain-talk

are now in use

Now this great book is in
reach of everyone. In popular,
plain-talk pocket-sized
and priced for **your pocket**.

You can discover, too, that
the Summa simplified makes
good subway and bus reading,
just as thousands and
thousands of your friends
have discovered that MY WAY
OF LIFE is for their pocket

**wherever they are
wherever they go**

Beautifully bound in green
imitation leather, with gold
stamping.

Price is only \$1.35

Order your copy
from your bookstore
or from

**THE CONFRATERNITY
OF THE PRECIOUS BLOOD**

37. Rev. Msgr. JOSEPH B. FREY

5300 FT. HAMILTON PARKWAY
BROOKLYN 19, NEW YORK



lying, more betrayals on all sides,
than the Civil War in Spain. George
Orwell fought for the Loyalists
and he was embittered by this.
"History stopped in 1936," he re-
marked to Arthur Koestler, and he
warned: "Believe nothing, or next
to nothing of what you read about
internal affairs from the government
side. It is all, from whatever source,
party propaganda—that is to say,
lies." Yet, he thought, "the broad
truth about the war is simple
enough. The Spanish bourgeoisie
saw their chance of crushing the
labor movement and took it, aided
by the Nazis and the forces of re-
action all over the world. It is
doubtful whether more than that
will ever be established."

Orwell was the fiercely honest man
he is legended to be, but the broad
truth about the Spanish War is *not*
as simple as that. What really hap-
pened in Spain is much more ter-
rible than Orwell's comforting gen-
eralization about the reactionaries
versus the workers suggests. In
Spain the innocence and idealism
of men were used by both sides to
serve detestable ends. The schiz-
ophrenia of modern history was
stripped bare.

As on a stage, men of good will
fought each other, cursed each
other, burned and killed each other
in Spain—all in the name of values
which were, on the surface, equally
challenged, equally compelling,
equally worthy of defense. On the
one hand: justice and progress,
freedom and fraternity—bread and
dreams; on the other: tradition and
order, the Church and the spirit—
God and country. It was the first of
modern history's ideological wars,
and for the first and last time in
modern history there could be in-
nocence and honor on both sides.
This is the special pathos, the spe-
cial tragedy of the Spanish Civil
War. This is probably the only
"broad truth" that will ever be
established about that war—and it
is established forever in *The Cyp-
resses Believe in God*.

The Alvear family is a quiet,
meant-to-be-typical family. Matías,
the father, wants only peace. He is
a liberal, a Republican, a man
committed to the principles of the

**BEST
SELLER!**

Income Tax Time
is the
TIME TO READ

EUGENE W. CASTLE

**Billions
Blunders
and
Baloney**

The Fantastic Story of
how Uncle Sam
Squanders YOUR
Money Overseas

DON ZIRKEL
Brooklyn Tablet

"This book is full of
facts and figures about
our intensional blunder-
ing that will make you
boiling mad . . . there's
no one for you to get
mad at, except yourself
and other complacent
American citizens who
have condoned it."

\$3.50 AT ALL
BOOKSELLERS
DEVIN-ADAIR

VIBRANT **VOICE** TIRELESS

HUNDREDS OF
Priests, Seminarians and Laymen

have overcome vocal weakness and other speech
difficulties and are now forceful speakers as a
result of training in the basic Gregorian tech-
nique known as "Vowel Purity." This method
of voice culture is the most effective known.
Presently being taught in Catholic Seminaries
with excellent results. Brochure on request.

GREGORIAN SCHOOL FOR EFFECTIVE
SPEECH

229 S. Ardmore Ave., Los Angeles 4, Calif.

Enlightenment, and a Catholic chiefly through the force of his wife, Carmen Elgazu, a Basque woman of tremendous faith and character. Their only daughter, Pilar, is an intelligent but basically puzzled girl; their younger son, César, is a seminarian, uninterested in politics but passionately interested in God and in the poor: he is probably a saint; their first son, Ignacio, stands at the center of the time's tragedy. From the liberal tradition of his father, and his own bitterness over the injustice, prejudice, clericalism and complacency that poison his country, he is moved toward "progressive" politics; but his own faith, and the faith of his mother and brother, and his growing disgust with the cruelties perpetrated in progress' name, keep him from committing himself wholly to the "progressive" forces. "When I see clearly, I will fight!" he tells himself, but by the time the novel ends we do not know if he has yet seen clearly—nor, if he has, for which side he will fight.

By the end of the novel, however, his brother, César the seminarian, has been executed by Republican militia for his attempts to save the Blessed Sacrament from desecration in the burned churches. César was not interested in politics, but he "had hidden one Host, just one, in his vest. As the prisoners were being lined up against the niches, and the firing squads readied, he took it out with his free hand. He was getting ready to put it into his mouth and swallow it slowly, forgiving the militiamen. At his side he heard the sobbing and the uninterrupted murmur: 'Criminals, criminals!' He turned and said to the priest nearest to him: 'I repent of my sins, Father. Will you give me absolution?' Then he looked at Señor Corbera, whose eyes glittered with rage. 'Take this,' he said to him suddenly. . . . Señor Corbera blinked three times and suddenly, understanding, took Communion. A volley rang out, and César felt something gently pierce his skin. . . . César's eyes closed. . . . Then his heart closed."

But behind César's martyrdom stood the illiterate militiamen's cen-

turies of suffering under pride of Church and State. "What about the childhood of those men?" Ignacio had asked himself when he felt a rage to put bullets through the hearts of the anarchist and Communist leaders. "The hunger they had suffered? Would killing them serve any useful purpose?" We never know.

What we do know as we finish this 961-page novel is that the worst horrors, the profoundest tragedies of history are somehow redeemed by man's unconquerable dignity; that if all cannot be understood, all at least can be borne; and that at the heart of everything lies a mystery to be revered. Abroad, *The Cypresses Believe in*

God has been called one of the most important novels of our time. I would call it one of the most important novels of any time.

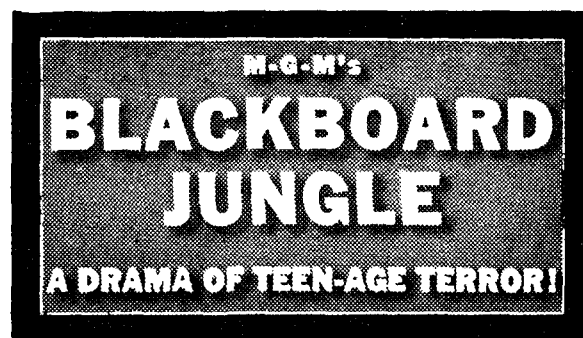
Lost Generation

THE RECOGNITIONS. By William Gaddis. Harcourt, Brace. \$7.50.

By ANNE FREMANTLE

SOMEWHERE in this pantechnicon of a book someone says that he has really practically finished writing a novel: all he has to do now is to put in the motivation. Mr. Gaddis cannot be accused of such incompleteness; his

The Picture That Has Created So Much Talk!



On Wide-Vision Screen with Perspecta Stereophonic Sound

**NOW SHOWING
LOEW'S STATE**

B'way & 45th St.

DOORS OPEN 9:00 A.M.

THE FIRST PRIEST EVER TO RECEIVE THE STIGMATA OF THE CRUCIFIXION



PADRE PIO THE STIGMATIST

by Rev. Charles M. Carty

10th Edition, completely revised with new material and an introduction by

BARBARA WARD,
Author of *Faith and Freedom*

105 photographs, 310 pages

Imprimatur by
Archbishop Murray

Paper Cover **\$2.50**
Cloth Bound **\$3.50**

New revised edition
now ready

Authorized biography of a priest to whom miracles are attributed, who was visited by thousands of American soldiers in Italy during World War II. He has built a hospital in the mountains near Foggia, and although transfigured with supernatural mystical phenomena, he counsels only the sanest and the most normal in the only communication permitted him, the sacrament of Penance.

FROM YOUR BOOKSTORE

or

**Fathers Rumble and
Carty**

Radio Replies Press
Saint Paul 1, Minn.

motivation is clear throughout his solemn 956 pages. And these pages are crawling with symbols, solid, clashing symbols; they are replete with them, when not alive with them (birds, particularly, and pigeons) until the reader feels rather like the young man of Dijon felt about the Trinity.

The hero, Wyatt Gwyon, is a painter, who, because he cannot accept the imperfection in his own work (knowing that whatever he finishes will be still imperfect when finished), will complete nothing. And so, after a little token resistance, he becomes a successful forger of Old Masters. Wyatt's father, a minister of a First Congregational Church in New England, who buries his wife in Spain, turns to Mithraism. Indeed, the author seems to accord Mithraism a respect he refuses to its successor. Wyatt early finds the Christain system suspect, and the relations of Stanley, a religious fanatic, with the Almighty are not much better than with the ladies.

The setting and scenes are brilliantly done. The effect of moving in and out of New York or Paris, New England or Spain is like Parsifal's journey through Klingsor's garden, a brilliant mirage that is mechanically flawless. The cocktail party that covers pages 568 to 646 should be required reading for all foreigners who really wish to understand the American way of life; it is first-rate reporting, and out-Hemingways Caldwell. Stanley's mother's suicide is told with consummate economy, as is Stanley's conversation with the Scandinavian-faced nurse in the ship's hospital.

But when Mr. Gaddis tries too hard, as in several of the Yirrupean scenes, he fails by overreaching. The final conversion scene, where in a mirror, the face of one "having, or about to have, or at the very least valiantly fighting off, a religious experience" is seen, suffers from its echo, or hint, or possible recollection, of similar paragraphs in *Marius the Epicurean*, Henry James, Lytton Strachey and "The Journey of the Magi."

Mr. Gaddis is angry, very angry with the world as he finds it, the

LA SALLE Military Academy

America's Foremost Catholic Military School, Senior R.O.T.C. Under the direction of the Christian Brothers, unusual opportunities are offered for intellectual, moral, physical training and spiritual development. Accredited preparation for leading colleges in an atmosphere of Christian culture and refinement. Small classes. Grades 8-12. Beautiful 170-acre campus with all athletic facilities. 72nd year. 50 miles from New York City. Visitors welcome. For catalog, write:

Registrar, Box W
Oakdale, Long Island,
N. Y.

Tour Europe's SHRINES and CATHEDRALS

with

**Reverend Father Gerard S.
Sloyan, Catholic University
of America**

**Visiting Fatima, Lourdes,
Montserrat, Assisi, Notre
Dame, Chartres, Avila,
Reims, St. Peter's.**

An inspiring event . . . also providing opportunity for cruising the Mediterranean . . . calling at Lisbon, Gibraltar, Barcelona, Genoa, Palermo and Naples. You'll spend a Sunday at Barcelona and at St. Peter's.

**Sailing from New York, June
30 on the S.S. Saturnia.**

\$998 all-inclusive. Write for brochure . . . also many other tours.

CULTURAL TRAVEL FOUNDATION
Dept. S, 47 E. 47th St., New York 17
MU 8-0185

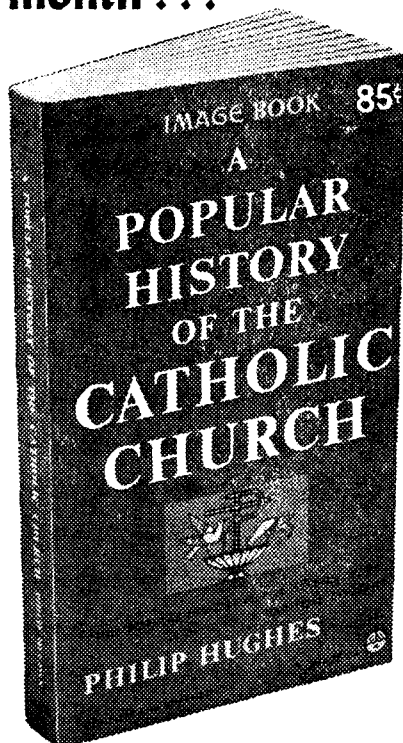
**Coming May 13
SPRING BOOK NUMBER
of The Commonwealth**

DOUBLEDAY

IMAGE BOOKS

"...making the world's finest Catholic literature available to all..."

Featured this month...



"Illuminating and exciting." —*Catholic Mirror*.

All of the leading events and personalities of the past twenty centuries of Church history skillfully compressed into one volume. "The best book we know for a brief history of the Church."—*Catholic Digest*. The original edition was \$3.75. Image edition 85¢.

Get this low-priced, deluxe pocket-size Image Book today and see all 16 outstanding titles wherever books are sold.

Buy Image Books

Read Image Books

Give Image Books

DOUBLEDAY IMAGE BOOKS
575 Madison Ave., N. Y. 22

THE WORKER PRIESTS
by Marie T. Dubalen
A New S.L.I.D. Research Tract
An objective, thoroughly documented study of the French experiment and the reasons behind its inception and final curtailment.
64pp. 25¢ @ Discounts on larger orders
THE STUDENT LEAGUE FOR INDUSTRIAL DEMOCRACY
112 E. 19th St., New York 3, N.Y.

world of post-World War II America. He is angry because this world rejects the genuine, and his whole book is about forgery and forgers. He is angry because this world cannot do without happiness; as Goethe said, everything cries to us that we must *renounce*, and, moreover, "thou must go without, go without, that is the everlasting song which all our life through every hour sings hoarsely to us."

But that which we must go without is, above all, our own false image of ourselves, that false face of perfection which leads us, like methane, along the primrose path you know where. It is not possible to come to a Christian conclusion, as Mr. Gaddis does, without starting from a Christian premise: and that premise must be, alas, the Fall, and that we are all Jacob, and must learn to live with our falsely furry faces and fingers, and like it; and accept the Redemption that we are only given because (and when) we admit that we do everything badly.

Mr. Gaddis is so afraid of throwing out the baby with the bath, that he gives us every last drop of bathwater, and we are swollen and unrecognizable with the effort of trying to swallow so much. Not even Thomas Wolfe had such a horrid disregard of the virtue of pruning; not even Rupert Brooke such a passion for putting in every Greek, Latin, German, French, Spanish, Italian, Yiddish and four-letter word he knows, Oh, Salvation, how many yawns do we suffer in thy name.

Art in America

JOHN SLOAN: A Painter's Life. By Van Wyck Brooks. Dutton. \$5.

By WAYNE ANDREWS

"AMERICAN art," the late John Sloan confessed, "is just a little bump on the Rocky Mountains of art history." Judging from this affectionate tribute by his old friend, Van Wyck Brooks, he was too modest to pretend to be a genius. "I'm a lone wolf," he said. "I enjoy being disliked." Per-

A ringing challenge
to everyone
concerned with children's
reading problems

WHY JOHNNY CAN'T READ

And What You Can Do About It

BY RUDOLF FLESCH

An all-out assault on the "whole word" method of teaching children to read which is in wide use throughout the public school system in the United States — as opposed to the "phonics" method followed in many parochial schools. This method, Dr. Flesch contends, is almost entirely responsible for today's avalanche of "reading problems" and he backs up his argument with first-hand evidence. He also supplies easy-to-follow drill materials by means of which parents can teach their children to read at home. \$3.00

HOW TO HELP CHILDREN LEARN MUSIC

by MADELEINE CARABO-CONE & BEATRICE ROYT

"For those wishing to initiate boys and girls of nursery school age into the strange and wondrous world of song and rhythm, (this book) is the practical talisman . . . Intent on captivating the child's fancy to music, the authors have created a musical 3D perspective by means of a physical-intellectual approach . . ." — *Musical Courier*. Illustrated \$3.50

GOOD SHEPHERD'S FOLD

by

ANNE CAWLEY BOARDMAN

The inspiring life story of St. Mary Euphrasia, foundress of the Order of the Good Shepherd, and of the important work done by the Order in this country in re-educating girls with problems.

"Each page is alive with the portrayal of dramatic incidents." — JOHN GREGORY MURRAY, Archbishop of St. Paul.

"An extraordinarily fine job." — *St. Louis Register*. Illustrated \$3.50

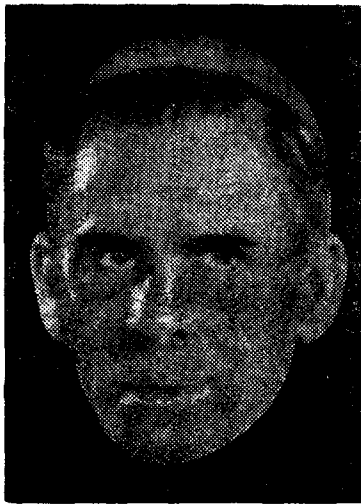
at your bookseller

HARPER & BROTHERS

New York 16, N. Y.

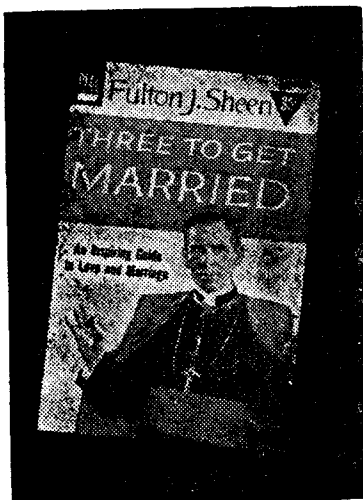
APRIL 15, 1955

57



BISHOP SHEEN

frankly answers
those questions on
**LOVE...SEX
and MARRIAGE**
that challenge every
couple in



Also in popular demand
**THOMAS MERTON'S
SEEDS OF
CONTEMPLATION**
Only **25¢**

Both books
carry this seal—



haps he was at his best as a reporter of the low life of which Edith Wharton caught a glimpse in *The Bunner Sisters*. He was fond of staring into sleazy tenement windows.

"I am," John Sloan claimed, "not so much interested in the man who is paid to paint as I am in the man who pays to paint." Earning his living as an illustrator for most of his life, he did not sell his first painting until he was forty-two; when fifty, he had sold only six. In 1908 he was launched, with Luks, Shinn, Glackens, Davies, Lawson, Henri, and Maurice Prendergast, as a member of "The Eight," a group whose closest bond was its resentment of the National Academy. This taste of success was apparently a bitter thing. Though he felt that the National Academy was "no more national than the National Biscuit Company," he disliked being labeled a painter of the American scene. What was this but "a symptom of nationalism, which has caused a great deal of trouble in the world." His own description of "The Eight" was to the point, even if it could scarcely apply to the reveries of Davies. "Instead of painting powder-puffs, we painted brooms."

Sloan never closed his mind. Though he never dared visit Europe, fearing he might lose his individuality in Paris, he was warm in his appreciation of the modern masters exhibited at the Armory Show of 1913. "Eyesight painting? It is terrible," he liked to tell his followers at the Art Students' League. "Mind-sight—that is the secret."

Mr. Brooks compares Sloan to Guys and Balzac, but the truth is that the American painter was too much of a moralist to study fashion with the discernment of the former, or to catch, as did the latter, the fits and starts of ambitious men and women in their off moments. Sloan's integrity was greater than his talent—which does not mean that he will be soon forgotten. Had it not been for his insistence on the independence of the American artist, we might not enjoy either the abstractions of Rice Pereira or the inventions of Joseph Cornell.

COLLEGE MISERICORDIA

DALLAS, PENNSYLVANIA

A Residential and Day College for the Higher Education of Women, conducted by the Sisters of Mercy of the Union.

Incorporated under the laws of the State of Pennsylvania. Fully Accredited.

Degrees conferred — Bachelor of Arts, Bachelor of Science, Bachelor of Music, B.S. in General and Vocational Home Economics, B.S. in Secretarial Science, and B.S. in Nursing Education.

Teachers prepared in the Elementary and Secondary Fields.

Address the Dean

McAuley Lectures

I Truth and the Philosophy of Teaching

by

Etienne Gilson and Anton C. Pegis

II Christian Humanism in Letters

by

Howard Patch, Rev. Walter Ong, S.J., Marshall McLuhan

Price\$1.00 each

Department of Publications
Saint Joseph College
West Hartford, Connecticut

Liturgical WEDDING INVITATIONS

Invitations with a Christian motif available printed to your order or blank on inside for local printing. Send 50¢ in coin or stamps for sample kit and folder.

ST. BENET SHOP

506 South Wabash Chicago 5, Illinois

Seton Hill

It has an enrollment of approximately five-hundred full-time students, representing about twenty American states and several foreign countries;

Seton Hill

It has a faculty of fifty-nine persons, including four priests, nine lay men, thirteen lay women and thirty-three Sisters of Charity;

Seton Hill

grants the degrees

- Bachelor of Arts
- Bachelor of Science in Home Economics
- Bachelor of Music
- Bachelor of Science in Elementary Education

SETON HILL COLLEGE
GREENSBURG, PENNSYLVANIA



2ND EDITION

Cosmology

An Introduction to the
Thomistic Philosophy of Nature
by Kenneth Dougherty
USED IN 33 COLLEGES

- A complex subject is unified according to the Four Causes of Aristotle.
- Presented in a concise and facile style.
- Replete with illustrations from common experience and modern science. Especially adapted to the American college student.

\$3.00 per copy

GRAYMOOR PRESS PEEKSKILL, N. Y.

CLASSROOM SUBSCRIPTIONS

★ HALF RATE, 10c EACH, FOR STUDENT copies, 10 or more to a single address. Any desired number of weeks. Free copy each issue for instructor or distributor. Address Circulation Dept., THE COMMONWEAL.

Mr. Brooks may not have written the last word on Sloan the artist, but he has succeeded perfectly in evoking Sloan the man. We are told of the delightful evening in 1917 when he and Gertrude Drick Smith and Marcel Duchamp climbed on top of the Washington Arch and built a bonfire, announcing the secession of Greenwich Village from the United States. Best of all, we are reminded of the painter's affection for his first wife, with whom he spent forty-two disenchanted years. He kept a diary where he praised her fervently. He knew she would read what he had written; he hoped that what he wrote would save her from the darkness that drove her to drink.

Security Question

GRAND INQUEST: The Story of Congressional Investigations. By Telford Taylor. Simon and Schuster. \$4.50.

By PAUL V. FARRELL

LEGISLATIVE investigations come and go in this country with the tides of political and social movement. Each raises some basic point affecting, however indirectly, the individual liberties of us all. For several years now, the highly inflammable issues of loyalty, subversion, and security have been the chief concern of various state and Congressional committees, and the repercussions of their work have been felt deeply not only in government, but in the military, the arts, education, and to some degree in industry. But in other years, we have had lawmakers investigating "popery," the munitions "trust," the causes of the Great Depression, and a number of subjects.

Telford Taylor's description of and arguments on the complex legal and historical problems raised by Congressional investigative power are addressed not only to judges, legislators, and government officials, but to "all foresighted citizens." And the object is to get them all—conservatives, liberals, and in-

Recommended

McKAY Books

for the Catholic educator,
student and
general reader

Living Christianity

By MICHAEL DE LA BEDOYERE. Foreword by Archbishop T. D. Roberts. Writing for laymen, a noted layman talks over questions of present concern to responsible Catholics. Do Catholics fight shy of the "inner way" of spirituality? . . . Is spirituality subordinated to morality in religious teaching?—These are among the questions he discusses. He urges Catholics to recognize the fact of God in their daily life, suggests how this recognition can show the relevance of the Faith to problems of today. Imprimatur. \$3.00

Lives of the Saints

By OMER ENGLEBERT. The most interpretative and colorful facts about some 2,500 of the elect. "A sumptuous book, splendid in format, rich in content and admirably translated by Anne and Christopher Fremantle."—Catholic Book Club Newsletter. With decorations. Imprimatur. \$5.50

The Story in the Rosary

Written and Illustrated by KATHARINE WOOD. "An imaginative and thoughtful elaboration of the Mysteries, expressed through direct quotations from the Bible, aided by full-page illustrations."—from THE BEST IN CATHOLIC READING IN 1955, selected by the Catholic Library Association. Imprimatur. \$2.75

The Monk and the World

By WALTER DIRKS. Translated by Daniel Coogan. A vivid historical account, written for the layman, of the Benedictines, Dominicans, Franciscans and Jesuits. Imprimatur. \$3.50

At your bookseller

DAVID McKAY CO., Inc.
55 5th Ave., New York 3

MISSALS

America's Finest! . . .

Saint Joseph Missals

NEW—COMPLETE Missals to Pray the Mass. Large Type — Simplified Arrangements—Full Colored Illustrations Throughout.

DAILY MISSAL

Black cloth\$3.75
Imit. Leather, Gold Edges\$6.50
Deluxe Leather, Gold Edges\$8.00

SUNDAY MISSAL

Paper, Red Edges\$1.25
Black Cloth, Red Edges\$2.50
Deluxe Leather, Gold Edges\$4.00

CHILDREN'S MISSAL

Leatherette 50c
Hard Cover, Gold Stamped\$1.00

Catholic Book Publishing Co.
New York

The Latin-English Missal

Scripture in MONSIGNOR KNOX's translations. All other Mass prayers also newly translated by FATHER J. O'CONNELL and H. P. R. FINBERG.

Black leather, red edges\$10
Leather, gold edges\$12
Morocco\$15
White leather, silk lining,
gold edges\$18
Sealskin\$25

SHEED & WARD

New York 3

The Saint Andrew Daily Missal

Three editions.

Large\$7.00 and up
Regular\$3.75 and up
Four-Volume\$6.25 and up

See them at your local Catholic book or church goods dealer.

THE E. M. LOHMANN COMPANY

413-417 Sibley St. St. Paul 1, Minn.

At Catholic Book Stores

between—to join in “restoring . . . Congressional investigations . . . to the beneficial fulfillment of their task of . . . [being] a powerful shield to our free institutions.”

It is hard to see how anyone with a moderately open mind could not be helped toward that most worthy goal by reading *Grand Inquest*. Mr. Taylor, a lawyer, writer and government administrator, probably best known for his work as chief counsel for the prosecution of war criminals at Nuremberg, is primarily interested in the “vexed and delicate equation between security and freedom” in his analysis of the history and present state of Congressional investigations. This naturally leads him to devote a great portion of the book to the Dies Committee and its legislative descendants, with special emphasis on Senator McCarthy.

But even beyond these immediate concerns, his dissection of some of the finer points that jurists and lawyers are still pondering and struggling over provides the layman with an intelligent understanding of these investigations and what they mean to him and to the country as a whole. Mr. Taylor covers the relationship of investigations to the principle of separation of powers and states' rights, and to constitutional guarantees of individual liberties; limitations and privileges of committees and witnesses; committee procedures, and suggestions for reform of procedures. He considers investigations an invaluable legislative tool for detecting and diagnosing “diseases of the body politic” and providing the factual basis for informed legislative policy-making. But, he concludes, they are totally unsuited to assume the duties of either policeman or judge.

Mr. Taylor's book is based on articles and talks given at such schools as Notre Dame, Princeton, and the United States Military Academy. This gives it a slightly uneven quality and sometimes leads to what is probably an over-simpli-

Book Stores

ST. LOUIS, MO.

B. HERDER BOOK CO.

TWO STORES

15 AND 17 SOUTH BROADWAY
1007 OLIVE STREET
ST. LOUIS, MISSOURI

ST. PAUL, MINN.

THE E. M. LOHMANN CO.

413-417 Sibley St. St. Paul 1, Minn.

Phone CApitol 5-6888-6889

COLUMBUS, O.

Cathedral Bookshop

and

Catholic Information Center

205 EAST BROAD STREET
(Opposite Cathedral Square)
COLUMBUS 15, OHIO

WESTMINSTER, MD.

For the Best Catholic Books

**THE NEWMAN
BOOKSHOP**

Westminster, Maryland

WASHINGTON, D. C.

W. J. GALLERY & CO.

Catholic Books

718 11th ST., NORTHWEST

NEW YORK, N. Y.

THE GUILD BOOK SHOP

117 E. 57th St., N.Y. 22—PLaza 3-0225

Crucifixes and Statues by modern artists

Exceptional stock of Catholic Books

Cards for all occasions. Catalog on request.

NEW YORK, N. Y.

P. J. KENEDY & SONS

Publishers and Booksellers

12 BARCLAY STREET NEW YORK 8

WHEELING, W. VA.

HARRY D. CORCORAN CO.

“every religious article mfr'd.”

Two Stores

CHARLESTON & WHEELING, W. VA.
P. O. BOX 647, WHEELING, W. VA.

A CATHOLIC BOOK SERVICE

A thorough search service on out-of-print books, any subject or language. Diligent personal attention. No obligation to purchase. Complete want lists invited. All new and current titles supplied, post-paid, at published prices.

C. F. PETELLE

Box 289

Maywood

Illinois

fied interpretation of some of his points of view. At one point, for example, he seems to feel that all Congressional investigations carried on under the New Deal had only noble legislative ends in view, while most of those since had only sinister purposes. On the other hand, he is outspokenly disdainful of those liberals of the twenties and thirties whose "illusion of investigative omnipotence" led them into contempt for the very Bill of Rights they so ardently allude to today. Similarly, he is outraged by the action of certain liberals in making political capital by ramming through the Communist Control Act of 1954.

There are few final answers in this book to the thorny problems that Congressional investigations pose, and it is quite possible that many of Mr. Taylor's opinions and arguments, objective as they appear to this layman, are open to vigorous legal dispute. Even if this is true, we are in his debt for a solid, provocative examination of grave questions that affect all of us.

Classified

IRISH BOOKS AND GIFTS

★ Books, Linens, Gifts, Catalogs. **IRISH INDUSTRIES DEPOT INC.** 870 Lexington Ave. (near 65th), New York

CHESTERTON AND BELLOC

★ Chesterton and Belloc Books 200 titles. Free Catalogue. Andrew Prosser, 3118 N. Keating Ave. Chicago 41, Illinois

PRINTED LABELS

★ 500 Gummed Labels, printed 3 lines, \$1. **HERDMAN**, 520 Belleville Ave., Belleville, N. J.

GREETING CARDS

★ Idea gifts or greetings for Ordination, graduation. Patron Saints of Professions, Madonna notes (20 subjects). Box of 10 asst. any series, \$1.60 postpaid. No C.O.D.'s. Serrana, Box 411, Santa Barbara, Calif.

HOUSES—PHILADELPHIA

★ **OPPORTUNITY TO PUT BELIEFS INTO ACTION.** Live in unsegregated community. Attractive new 3-bedroom ranch homes just outside Philadelphia, \$11,990. New model has added playroom, den, powder room. Near Philadelphia Interchange, Pa., Turnpike. 100% mortgages available. Telephone Elmwood 7-4325. **CONCORD PARK HOMES**, Old Lincoln Highway and Street Road, Trevoise, Pa.

Longmans Books

FUNDAMENTALS OF MUSIC APPRECIATION

By **Hummel Fishburn**, Pennsylvania State University. About 288 pages. 24 pages of plates. 18 figures. Ready, May 1955. About \$3.25.

For anyone interested in learning about music; presupposes no training in music, and contains no musical notation; sets forth the nature of musical sound and of timbre, rhythm, melody, harmony and form, and gives lists of recordings demonstrating the various instruments and voices as shown in many kinds of musical composition in succeeding periods of musical history.

WAYS OF TEACHING IN THE ELEMENTARY SCHOOL

By **R. Murray Thomas**, Teachers College at Brockport. About 576 pages. 44 figures. Ready, May 1955. About \$4.75.

Based on the idea that the teacher should choose the methods best suited to conditions imposed by the nature of the school organization, the facilities available, and the abilities of the pupils and the teacher, citing examples of these variables and suggesting suitable methods.

LONGMANS, GREEN AND CO., Inc.
55 Fifth Avenue, New York 3, N. Y.

Colleges and Schools

RHODE ISLAND

Portsmouth Priory School

Portsmouth, Rhode Island, 23 miles from Providence, 8 miles from Newport, on inland waters of Narragansett Bay. Conducted by American Monks of the English Benedictine Congregation, assisted by Lay Masters. Five forms, 8th grade and four years of high school. Standard Preparatory Course for all colleges and technical schools. Added opportunities in Mathematics and Languages. College Board Examination. Full facilities for athletics including sailing. Address the Secretary.

COLORADO

The Abbey School

Canon City, Colorado. Conducted by Benedictine Priests of Holy Cross Abbey. College Preparatory. Thorough training for Catholic leadership. High scholastic standing. Complete program of athletics, swimming, horseback riding. Address the Headmaster. (Also conduct the Holy Cross Camp for boys, 8-14.)

INDIANA

Saint Mary's College Notre Dame

Graduate School of Sacred Theology. For Sisters and Lay-women. Distinguished faculty of Religious and Lay Professors. Saint Mary's College, Box 11, Notre Dame, Indiana.

ALABAMA

Sacred Heart Junior College

For Women. Conducted by the Sisters of Saint Benedict. Only Catholic college for women in Alabama. Regular courses in arts and sciences, secretarial training, home economics, leading to the A.A. degree and preparatory to the B.A. and B.S. degrees. Combines the recreational facilities of the suburban area with the educational and cultural advantages of Birmingham and Nashville. For further information address the Dean. Cullman, Alabama.

The Passion

THE WAY OF THE CROSS, Written and illustrated by Caryll Houselander. Sheed & Ward. \$2.75.

By ELIZABETH BARTELME

ONE of the oldest of the Church's popular devotions is the Way of the Cross. That Caryll Houselander should choose this devotion as the subject of this her final book is not unexpected: human suffering and its relation to the agonies of the Redeemer was her special concern, illumined variously in one book after another.

The framework within which she has developed her interpretation of suffering is that of the *via crucis* itself, the stations on the road to Calvary. In each incident of the Passion she has probed for the significant emphasis which relates a particular suffering of Jesus to the suffering of the world today: Christ shown to the people, patient, silent

— the prototype of the martyrs; Christ falling under the weight of the Cross, then rising painfully—the encouragement for repentant sinners; Christ stripped of his garments, naked before the crowd on Calvary—ultimate humiliation, and shame at its most terrible.

Love and suffering. These are the dynamics of the Passion. What is illustrated most poignantly in the death of Christ is that "the price of love is suffering," and the author writes clear-sightedly of this cost, without sentimentality but with deep understanding of its strength and power. Her moving reflections on the burial of Christ are wonderfully poetic and original. The dying to self, the seed which must fall into the earth and die in order to bring forth new life, these paradoxes are summed up in her observation that "Christ was in the tomb; the whole world was sown with the seed of Christ's life; that which happened thirty years ago in

the womb of the Virgin Mother was happening now . . . in the womb of the whole world."

Caryll Houselander's compassion for the sufferers of the world is apparent in every line of this book. Through the Mystical Body, she identified herself with the outcast, the neurotic, the dispossessed, and for each of them has pointed the way of realization of the true value of suffering by uniting themselves with the Passion of Our Lord. The insight of a deeply spiritual personality has been brought to bear on this most unbearable subject.

REVIEWERS

Wayne Andrews is the author of *Battle for Chicago* and *The Vanderbilt Legend*.

Paul V. Farrell is associated with a New York publishing firm.

Elizabeth Bartelme reviews for several Catholic publications and is on the editorial staff of P. J. Kenedy in New York.

"NOUVEAU PETIT LAROUSSE ILLUSTRÉ"

THE DEFINITIVE FRENCH DICTIONARY and ENCYCLOPEDIA

1955
EDITION
Retail at
\$6.00



YES, you may have your copy of the 1955 edition of the "Nouveau Petit Larousse Illustré" for just \$1.00 with membership in the French Book Guild. Then, like thousands of other members of this widely-known book club, you will enjoy the newest, most talked-about French best-sellers while they are brand new . . . and get them delivered right to your door by the postman for less than bookstore prices!

MEMBERSHIP IS FREE. It costs nothing to join and there are no dues or fees. Each month the Club offers one book carefully selected from among the many hundreds submitted to our Editors in advance of publication. Members choose the books they want by reading the descriptive brochure mailed every month, and pay just \$1.96 each (plus 24¢ postage) instead of the retail prices of \$2.50 to \$3.50 each. Members also receive a handsome "Bonus Book" with each four selections they accept from the Guild.

JOIN THE CLUB TODAY! Mailing the coupon will bring your copy of the "Nouveau Petit Larousse Illustré" for only \$1.00, plus your choice of TWO of the new French best-sellers shown as your first selection for only \$1.96. You may continue membership for as long as you wish, or you may cancel after accepting only three more selections. However, this remarkable introductory offer cannot be held open much longer . . . so mail the coupon—without money—today!

Yours for only \$1.00

With my membership in the French Book Guild



CHOOSE TWO OF THESE NEW FRENCH BEST-SELLERS AS YOUR FIRST SELECTION

OLYMPIO by André Maurois (Acad. Française.) The magnificent new biography of Victor Hugo. (2 vols.)

Jules Roy. Novel about fliers and flying.

L'AGNEAU by François Mauriac. The latest novel by the 1952 Nobel Prize-winner.

BERGERE LEGERE by Félicien Marceau. A book about 837 witty, young people.

L'ETOILE NAPOLEON by Geneviève Gennari. Tale of Revolutionary days. (2 vols.)

LE NAVIGATEUR by

THE FRENCH BOOK GUILD, Dept. CW4
145 W. 57th St., New York 19, N. Y.

Enroll me in the French Book Guild; send me my 1955 Petit Larousse and the TWO books checked as my first selection and bill me \$2.96 plus postage (\$1.00 for the Larousse, \$1.96 for my first selection). I agree to accept a minimum of three more selections during the coming year at only \$1.96 each plus 24¢ postage—and I am to receive a valuable "Bonus Book" with each four selections I accept.

Name
Address
City Zone State

CHOOSE TWO VOLUMES

(Sets count as 2 books)

☐ OLYMPIO (2 vols.)
☐ L'ETOILE NAPOLEON (2 vols.)
☐ LE NAVIGATEUR
☐ L'AGNEAU
☐ BERGERE LEGERE

THE FRENCH BOOK GUILD

145 W. 57th ST., NEW YORK 19, N. Y.

THEORY AND PROBLEMS OF ADOLESCENT DEVELOPMENT

By David P. Ausubel, M.D., Ph.D.

"This book is easily the most comprehensive and well documented treatment of adolescent development yet published . . . Dr. Ausubel's training in both medicine and developmental psychology assures the reader an integration of physiological and psychological development rarely achieved in present day writing . . . A unique feature . . . is the extensive treatment of the personality of the adolescent . . . and the relationships between the adolescent and his parents and peers . . ."—*Progressive Education*

"Although the author states that 'this book is primarily intended as an advanced textbook in adolescent psychology for graduate students in psychology and education,' it would appear that this book is written with sufficient clarity and nontechnical language to be used in any college course dealing with adolescent behavior."—*Psychological Bulletin*

(600 pp., \$10.00)

PERSONALITY FACTORS IN COUNSELING

By Charles A. Curran, Ph.D.

"Using as a vehicle twenty counseling interviews of a single case, Father Curran attempts in this work to show the gradual unfolding of the client's mind and feelings in passing from a state of confusion and maladjustment to one of normal adjustment. His study offers valuable suggestions to all who have to deal with the counseling of individuals."—*Industrial Bulletin*

(307 pp., 71 illus., \$4.50)

EGO DEVELOPMENT AND THE PERSONALITY DISORDERS

A Developmental Approach to Psychopathology

By David P. Ausubel, M.D., Ph.D.

Here is a study of considerable importance to all those who deal with problems of the developing mind. A typical comment on the book is the following:

"The author presents an excellent summary of ego development, drawing on a great variety of sources, many of which are little known or not readily accessible . . . The work is valuable because of its critical contribution . . . The author's delineation of the development of conscience and his discourses on ethics and moral responsibility are especially good."—*U.S. Armed Forces Medical Journal*

(576 pp., \$10.00)

EMOTIONS AND MORALS

Their Place and Purpose in Harmonious Living

By Patrick O'Brien, C.M.

"The clarity and completeness of Father O'Brien's exposition should make it very useful to students of general ethics and fundamental moral theology, to young professors who are planning the material for their classes on human acts and sin, and to all others who are interested in knowing the ordinary teaching of Catholic moralists concerning the influence of normal emotional reactions on moral responsibility."—*Theological Studies*

(254 pp., \$3.50)

ORDER NOW—ON APPROVAL

Please send me, on approval:

() check enclosed

() charge my account

() Theory and Problems of Adolescent Development

() Ego Development and the Personality Disorders

() Personality Factors in Counseling

() Emotions and Morals

Name

Address

04



GRUNE & STRATTON, INC.

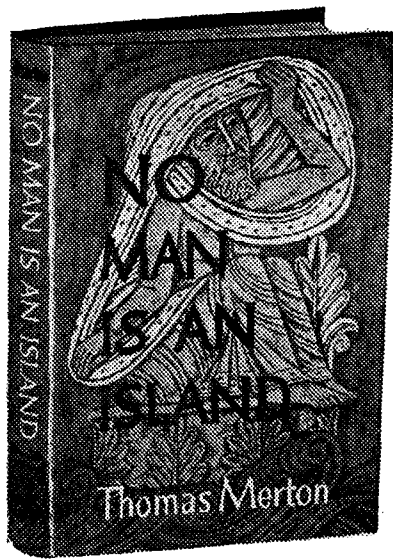
381 Fourth Avenue
New York 16, N. Y.

The Catholic Book Club

selects for April

NO MAN IS AN ISLAND

by
THOMAS MERTON



CLUB MEMBER
PRICE \$3.50
List Price \$3.95

NO MAN IS AN ISLAND is as near to a masterpiece as anyone would hope to read in many a year.

Here Thomas Merton reveals the maturity of those powers he first showed in *The Seven Storey Mountain* and more and more fully in *Seeds of Contemplation* and *The Sign of Jonas*. No biographical asides in this book—this is pure insight.

He writes of our problems—our needs, our hopes, our gifts, our negligences, our opportunities. He brings the whole of life into focus by probing love of self, love of others and love of God.

The richness of these reflections on spiritual life—or considerations on how to realize our full potentiality as men, or creatures of God—may be gauged by such typical chapter headings as “Love Can Be Kept Only by Being Given Away”; “Sentences on Hope”; “Conscience, Freedom, and Prayer”; and “Sincerity.”

His many readers will agree that the inspiring and compassionate pages of **NO MAN IS AN ISLAND** is the major work of Thomas Merton to date.

The April Selection is an example of the excellent books and savings offered to you by The CATHOLIC BOOK CLUB.

You can enjoy the literary services, advantages and economies of The CATHOLIC BOOK CLUB—with no strings attached.

You do not have to agree to buy any fixed number of books. Each month you will receive, without charge, the CBC Newsletter announcing and reviewing the next selection. You can accept or reject any selection. The selections are sent at the list price (no additional charges) or at a special member price whenever possible. After you buy four selections, you may choose a free Bonus Book. This free book can be the current selection or one of the alternates offered each month.

The Catholic Book Club, founded in 1928, is the oldest Catholic book club. Expert editorial advice of Harold C. Gardiner, S.J. and his authoritative committee of Catholic critics and authors is your assurance of consistently good selections.

START YOUR CBC MEMBERSHIP NOW. SIMPLY FILL IN THE COUPON BELOW AND MAIL IT TODAY!

—THE CATHOLIC BOOK CLUB—

70 East 45th Street, New York 17, N. Y.

Please send me my Gift copy of LIVING CHRISTIANITY. I wish to join the CBC now. Send the book(s) checked below.

- ☐ NO MAN IS AN ISLAND
by Thomas Merton\$3.50*
- ☐ A RETREAT FOR LAY PEOPLE
by Ronald Knox\$3.00
- ☐ IN AND OUT THE ANDES
by Sister Maria del Rey\$3.95
- ☐ THUNDER ON ST. PAUL'S DAY
by Jane Lane\$3.00
- ☐ MARY AND MODERN MAN
Edited by Thomas J. M. Burke, S.J. \$3.50

- ☐ ST. BRIDGET OF SWEDEN
by Johannes Jorgensen\$4.25*
- ☐ CHRISTIAN CONVERSATION
Edited by Anne Fremantle\$3.50*
- ☐ A DOCTOR AT CALVARY
by Pierre Barbet\$3.00
- ☐ LOVE IS MY VOCATION
by Tom Clarkson\$3.00

*Special Member Price.

NAME
STREET
CITY ZONE..... STATE..... CA

REMEMBER — You do not have to agree to buy any fixed number of books when you accept your gift for enrolling now—

Living Christianity

By Michael de la Bedoyère — A timely and provocative book by a layman for laymen—